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THE COMMERCIAL CURRICULA

in the

MASSACHUSETTS HIGH SCHOOLS

in 1932-1933

Thesis

by

Paul Keough, B. B. A., 1932

Boston University College of Business

Administration

Presented in partial fulfillment of the requirements for the degree of Master of Education.

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## INTRODUCTION

"--there is no doubt that the high school has been further astray in the work it has attempted than have other institutions participating in giving business education."<sup>1</sup> Such a strong indictment by as substantial an authority as Leverett S. Lyon of the Brookings Institution means that revision of commercial education in the high school is needed. As an attack on one angle of this problem it is the purpose of this paper to outline the situation in the public high schools of Massachusetts in the school year 1932-1933 and to offer some suggestions for improvement.

In this study only a few aspects of the courses and the curriculum are investigated. The commercial courses are analyzed to determine the number of pupils taking them, their length, the number of periods per week, and the years in which offered. The curriculum is examined to find out the most common subdivisions and the courses that are usually required. No attempt is made to investigate the actual subject matter given in the courses.

The method of procedure included the following steps:

- (1) Exhaustive reading of the most recent material on commercial education to see what the consensus of opinion of educational authorities is with regard to the courses and the curriculum.
- (2) An analysis of the High School and Junior High School Surveys of the Department of Education,

1. Lyon, Leverett S., Education for Business, Third Edition, Chicago University, Chicago, 1931, p.X.



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Commonwealth of Massachusetts for the school year 1932-1933 for information about the courses as actually given.

- (3) An analysis of a number of programs of study of Massachusetts High Schools for the year 1932 to determine what subdivisions of the commercial curricula were offered and what courses were required.
- (4) A comparison of the ideal and actual conditions.
- (5) The forming of some conclusions as a result of the comparison.
- (6) The offering of several recommendations based on the conclusions drawn from the study.

This paper is intended for those interested in curriculum construction, to most of whom the terms used will be familiar. However, for any to whom it may be helpful, a short glossary is included in the appendix. In order that the opinions of the authorities quoted may be given considerable weight, a Who's Who, which lists the positions held by the various authors, is placed in the appendix.



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## CHAPTER I

## THE PRESENT SITUATION IN BUSINESS EDUCATION

"Among twenty-five noteworthy statements of secondary school objectives there is unanimous agreement on just two objectives: (1) that of preparation for civic-social responsibility and (2) that of preparation for occupational efficiency."<sup>1</sup> Such unanimity of opinion means that commercial education is one of the most important branches of modern education, and the outstanding position of the senior high school in this field is noted by Leverett S. Lyon in the following statement: "The senior high school commercial course<sup>\*</sup> is the most important single agency concerned with business education."<sup>2</sup>

If, then, commercial education in the senior high school is so significant, why has it been so unsuccessful as modern educational authorities are unanimous in stating? The outstanding reason is that the commercial education program has not been modified to meet changing business conditions. Such modification implies programs based on studies of occupational opportunities and requirements. For whatever reason, such studies have not been extensively made or used, and the result has been a lamentable inefficiency on the part of the commercial education programs.

Growth in the size of business organizations and increased

1. Koos, Leonard, American Secondary School, 1927, p.153.

2. Lyon, Leverett, S., Education for Business, Third Edition, Chicago, University of Chicago Press, 1931, p.353.

\* Lyon uses the term "course" in this quotation to denote what has been called "curriculum" throughout this thesis.



## CHAPTER I

### THE PRESENT SITUATION IN BUSINESS EDUCATION

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1. Koser, Secondary School, 1927, p. 122.  
2. Lyon, Jevons, Preparation for Business, Third Edition, Chicago, University of Chicago Press, 1911, p. 323.  
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specialization in business tasks is making conduct in commercial fields more complicated every day. Spencer Miller of the Workers Education Bureau of America has shown that three hundred former occupations have disappeared entirely and that twenty-five per cent of our workers are in occupations that did not exist ten years ago.<sup>1</sup>

The results of improper commercial education are readily manifest in the business world. Lyon makes the following telling comment: "The tragic joke on secondary educators .....is the fact that after a great many years of impregnating the high school commercial courses with certain technical subjects, eighty per cent of the commercial workers are to be found in occupations other than those provided for in high school commercial courses."<sup>2</sup>

Not only have commercial educators failed to prepare their students for the proper occupations, but they have trained great numbers for occupations in which there are comparatively few openings. E. W. Barnhart, former chief of Commercial Education Service, Federal Board of Vocational Education, describes the situation graphically in the following paragraphs:<sup>3</sup>

"Today the high school population grows in every community and evidence indicates that the proportion in commercial subjects continues to expand even more rapidly. As at least seventy-five per cent of these pupils are in the typewriting, bookkeeping, shorthand, and arithmetical classes evidently almost three-quarters of the million or more high school students who will select a commercial course this year will seek employment as bookkeepers, stenographers, or other kinds of clerical workers, just as their predecessors have done for the past forty years or more."

1. Walters, R. G., "Types of Senior High School Curricula", The Balance Sheet, April, 1933, p.346.
2. Lyon, Leverett, S., Education for Business, Third Edition, Chicago, University of Chicago Press, 1931, p.550.
3. Barnhart, E. W., Editorial, The Balance Sheet, September, 1932, p.3.



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1. Barstow, W. C., "Types of Senior High School Curricula", The Balance Sheet, April, 1933, p. 345.
2. Lyon, J. J., Education for Business, Third Edition, Chicago, University of Chicago Press, 1931, p. 350.
3. Barthart, E. W., Editorial, The Balance Sheet, September, 1932, p. 3.



"But the query arises: Can all these youths expect to find employment as clerical workers? The 1930 census data on commercial workers under twenty years of age indicates quite clearly that they cannot. For instance in the school year 1927-1928 47,641 boys were enrolled in high school shorthand classes, but in April, 1930, when all who graduated from these classes should have been at work, only 6,341 were enumerated as employed as typists or stenographers."

To give their students the proper training business educators need to decide on the objectives for which they are aiming and then form the curricula that will best aid in gaining those ends.

The following is a brief statement of the purpose of the study:

"The general aim of educational research is to provide the training necessary to meet the needs of a democratic society. It is the aim of this study to determine the relationship of the vocational training of high school students to the needs of the community."

The particular vocational objectives of the high school are the understanding of "the relationship of the individual to the community and the individual to the individual."

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"But the query arises: Can all these youths expect to find employment as clerical workers? The 1930 census data on commercial workers under twenty years of age indicates quite clearly that they cannot. For instance in the school year 1927-1928 47,641 boys were enrolled in high school afternoon classes, but in April, 1930, when all who graduated from these classes should have been at work, only 3,341 were enumerated as employed as typists or stenographers."

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## CHAPTER II

### RECOMMENDATIONS OF EDUCATIONAL AUTHORITIES

With the modern emphasis on social studies there is a tendency on the part of some educators to minimize the vocational features of commercial education. The opinion of the majority, however, is well expressed in the following statement by Professor F. G. Nichols of Harvard University: "It seems clear to the writer that when 'commercial education' is offered primarily for the achievement of aims of secondary education other than the vocational aim, it becomes just education. It loses its differentiating characteristic and fails to serve the purposes of vocational education for those who seek preparation for entrance education -- even better than any other -- but it is not commercial education." <sup>1</sup>

The following is a good statement of the purposes of business education: "The general aim of commercial education is to provide the training necessary to earn a living in a competitive economic world: to create character by training in the fundamentals of co-operation and privileges of citizenship." <sup>2</sup>

The particular vocational objectives of the high school is the understanding of "the relationship of one business unit to others and of one task within a business to other tasks." <sup>3</sup>

Opinions of authorities as to the methods for determining the specific objectives are entirely in agreement. Occupational surveys, job

1. Nichols, F.G., "Criticism, Comment, and Challenge", The Journal of Business Education, December 1932, p.31.
2. Johns, R.L., "The Place of Commercial Education in Secondary Education," The Balance Sheet, April, 1931, p.266.
3. Lyon, Leverett S., Education for Business, Chicago, University of Chicago Press, 1931. p.565.



# RECONSTRUCTION OF VOCATIONAL EDUCATION

With the modern emphasis on social studies there is a tendency on the part of some educators to minimize the vocational features of commercial education. The opinion of the majority, however, is well expressed in the following statement by Professor F. B. Richards of Harvard University: "It seems clear to the writer that when 'commercial education' is offered primarily for the achievement of aims of secondary education other than the vocational aim, it becomes bad education. It loses its differentiating characteristics and fails to serve the purpose of vocational education for those who seek preparation for entrance education -- even better than any other -- for it is not commercial education."

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1. Richards, F. B., "Vocational Training," *Commercial Education*, The Journal of the National Association of Commercial Education, December 1922, p. 31.  
2. Richards, F. B., "The Place of Commercial Education in Secondary Education," *The National Association of Commercial Education*, April, 1921, p. 120.  
3. Jones, Lawrence L., *Education for Business*, Chicago, University of Chicago Press, 1921, p. 120.



analyses and follow-up studies are the means advocated by commercial educators. One authority says: "It is necessary to determine very definitely the vocational needs in each locality and to provide a type of training that will meet those needs most satisfactorily. Local surveys will be necessary if the needs peculiar to each locality are to be discovered and provided for. While in a general way commercial needs are more or less alike in different places it is true that commercial development in any given community may be such as to call for specialized training that would not be needed in other communities."<sup>1</sup>

Another educator says: "We should get busy immediately and determine the most important commercial positions that are open to high school students. When this has been done the next step should be to determine the duties, traits, and other requirements necessary for the work."<sup>2</sup>

In the Sixth Yearbook of the Department of Superintendence, National Education Association suggestions for the making of a business curriculum include the following:<sup>3</sup>

(a) the gathering of data about the positions drop-outs and graduates actually find.

(b) the collection of information about the positions open to beginners in the community.

(c) the analysis of the duties performed in the various occupations.

These undertakings will be readily recognized as follow-up studies, occupational surveys, and job analyses, respectively.

As specific recommendations, the educational authorities advocate giving more social business subjects preferably in the ninth and

1. Ibid., p.537 from Nichols, F.G., Commercial Education, pp.17-29, National Society for Vocational Education, April, 1919.
2. Colvin, A.O., "Modernizing Secondary Commercial Education," The Balance Sheet, January 1931, p.138.
3. Department of Superintendence, National Education Association, Sixth Yearbook, p.453.



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tenth grades. They believe that fewer technical subjects should be given and that they should be concentrated in the last two years.

Reduction of time devoted to technical bookkeeping, with the substitution of general clerical and selling training, and the inclusion of as many social business subjects as possible is the recommendation of the Department of Superintendence, National Education Association in the Sixth Yearbook.<sup>1</sup>

J. E. Armstrong says: "We must offer more merchandizing courses -- courses in salesmanship, advertising, and marketing ..... We must offer less shorthand and bookkeeping as entering wedges to employment and more training suited to the needs of the future citizen -- training in business law, business principles, personal account keeping, note taking, economic geography and other courses of background value."<sup>2</sup>

According to Lyon "Nothing of a highly technical nature should be given in the regular high school commercial course prior to the junior year except such technique as will help the student in his work as a student." "The minimum amount of time necessary to give each type of vocational work, decided upon should be determined and such courses in these commercial subjects arranged as may make the work available for each student in the minimum time necessary at the last part of his course. This makes it possible for each pupil to get precisely the type of vocational sharpening which he needs at precisely the time he needs it."<sup>3</sup>

With educators so much in agreement on the methods of improvement it would be surprising if their suggestions had no effect on the curriculum. Fortunately, improvements have been made, and in the next chap-

1. Department of Superintendence, National Education Association, Sixth Yearbook, p.453.

2. Armstrong, J.E., Editorial, The Balance Sheet, March, 1934, p.291.

3. Lyon, Leverett S., op.cit., p.553.



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### CHAPTER III

#### TRENDS IN BUSINESS EDUCATION

E. B. Hayes mentions the following outstanding trends in business education:

- (a) the deferring of specialization of business subjects in the secondary school.
- (b) fitting the curriculum more closely to the needs of the student.
- (c) closer correlation between business and the school.
- (d) fitting the curriculum more closely to the needs of business.

E. C. Ippe lists the following trends:

- (a) a tendency to reduce the amount of foreign language.
- (b) a tendency to broaden the amount of general engineering education.
- (c) a considerable increase in the amount of social science material.
- (d) some lowering of the general business preparation course and a corresponding lowering of other technical courses in earlier years.

An examination of these trends shows that commercial education is looking in the direction suggested by the author. How far have the public high schools of Massachusetts followed these tendencies? It



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- (c) closer correlation between business and the school.
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L. S. Lyon lists the following trends: <sup>2</sup>

- (a) a tendency to reduce the amount of foreign languages.
- (b) a tendency to decrease the amount of pre-engineering mathematics.
- (c) a considerable increase in the amount of social science material.
- (d) some increase of the general business practice course and a corresponding lessening of other technical courses in earlier years.

An examination of these trends show that commercial education is heading in the direction advocated by the authorities. How far have the public high schools of Massachusetts followed these tendencies? It

1. Haynes, B.R., "The Need of a Teacher Training Program in Business Education", The California Quarterly of Secondary Education, Vol.VI, 1930, 1931, p.154

2. Lyon, Leverett S., op. cit., p.354.



CHAPTER III

THEORY IN BUSINESS EDUCATION

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is the purpose of the following chapters to throw some light on the situation as it existed in the school year 1932-1933, the latest year for which statistics are available.

#### CHAPTER IV

#### THE MANAGERIAL SCHOOLS

The surveys analyzed in this study are the High School and Junior High School Surveys made by the Department of Education of the Commonwealth of Massachusetts for the school year 1932-1933. About twenty of the high schools in the state were visited during the year at a time when the state was in the midst of a severe economic depression. It was necessary to examine the situation in order to have complete figures for the school year 1932-1933.

Of the two hundred and fifty high schools in the state all but twenty were non-commercial schools. Of the sixteen, eight were large schools and eight were quite small. The average enrollment was only about 100. The eight large schools were located in the three largest cities in the state and their list of commercial subjects can be traced to the fact that in each of these cities there is a large high school of commerce to accommodate those who wish to take commercial subjects.

For convenience in comparison, I have divided the schools into three groups on the basis of enrollment. Group A comprises those with five hundred and one pupils and over, group B includes those between one hundred and one and five hundred, and group C includes those with one hundred or less students. Table I, on page fourteen, shows the number



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## CHAPTER IV

## THE MASSACHUSETTS SURVEYS

The surveys analyzed in the study are the High School and Junior High School Surveys made by the Department of Education of the Commonwealth of Massachusetts for the school year 1932-1933. About one-third of the high schools in the state were either three-year or a combination of three and four years, so it was necessary to examine the junior high school statistics in order to have complete figures for the ninth year pupils.

Of the two hundred and fifty high schools in the state all but sixteen gave some commercial courses. Of the sixteen, eight were large schools and eight were quite small (their average enrollment was only sixty-seven). The eight large schools were located in the three largest cities in the state and their lack of commercial courses can be traced to the fact that in each of these cities there is a large high school of commerce to accommodate those who wish to take commercial subjects.

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The surveys analyzed in this study are the High School and Junior High School Surveys made by the Department of Education of the Commonwealth of Massachusetts for the school year 1933-1934. About one-third of the high schools in the state were either three-year or a combination of three and four years, so it was necessary to exclude the Junior High School statistics in order to have complete figures for the nine-year pupils.

Of the two hundred and fifty high schools in the state all but sixteen gave some commercial courses. Of the sixteen, eight were large schools and eight were quite small. (Their average enrollment was only fifty-seven). The eight large schools were located in the three largest cities in the state and their lack of commercial courses can be traced to the fact that in each of these cities there is a large high school of commerce to accommodate those who wish to take commercial subjects.

For convenience in comparison, I have divided the schools into three groups on the basis of enrollment. Group A comprises those with five hundred and one pupils and over, Group B includes those between one hundred and one and five hundred, and Group C includes those with one hundred or less students. Table I, on page fourteen, shows the number



and enrollment in each class. It will be noticed that group A, while including only thirty-eight per cent of the schools, has eighty-one per cent of the pupils. Because so many of the pupils attend group A schools considerably more attention will be devoted to this group than to the others.

The surveys consisted of reports from each school as to the number of pupils enrolled in each course, the number of periods per week given, the length of the course and the year in which it was given. The figures given in this paper are my own compilations, based on the surveys.

At the outset, it is best for me to state certain assumptions that I have made, which are, I think, quite reasonable. In the first place, if there is a decided lack of agreement among the schools as to the features mentioned above, for any particular course, I believe that such a course needs considerable revision before it can be standardized. On the contrary, however, because there is almost unanimous agreement on some point (such as giving bookkeeping for at least two years) it should not be assumed that such a practice is entirely justifiable.

In examining these figures it must be borne in mind that they represent only tendencies and trends and are not absolutely accurate. Any school teacher knows what a difference there can be in the material given in two courses with the same name. It is possible that one school might give more bookkeeping in a Bookkeeping I course than another school would give in two years, and that one school might give more commercial arithmetic in a business practice class than another would in a commercial arithmetic class.



and enrollment in each class. It will be noticed that group A, while including only thirty-eight per cent of the schools, has eighty-one per cent of the pupils. Reports as many of the pupils attend group A schools considerably more attention will be devoted to this group than to the others.

The surveys consisted of reports from each school as to the number of pupils enrolled in each course, the number of periods per week given, the length of the course and the year in which it was given. The figures given in this paper are my own calculations, based on the surveys. At the same time, it is best for me to state certain assumptions

that I have made, which are, I think, quite reasonable. In the first place, if there is a decided lack of agreement among the schools as to the figures mentioned above, for any particular course, I believe that such a course needs considerable revision before it can be standardized. On the contrary, however, because there is almost unanimous agreement on some points (such as giving bookkeeping for at least two years) it should not be assumed that such a practice is entirely feasible.

In examining these figures it must be borne in mind that they represent only bookkeeping and stenography and are not necessarily accurate. Each school teacher knows what a difference there can be in the material given in two courses with the same name. It is possible that one school might give more bookkeeping in a bookkeeping I course than another school would give in two years, and that one school might give more commercial arithmetic in a business practice class than another would in a commercial arithmetic class.



One of the outstanding features of the analysis of the survey was the lack of agreement of the schools on the nomenclature for the various courses. The course called "Business Practice" on the survey for instance was also given the following names: Elementary Business Training, Junior Business Traing, Junior Business Practice, Introduction to Business, Elements of Business, Business Science, General Business Science, and General Business. The city of Boston added to the confusion by giving a course called Clerical Practice, a ninth grade course composed of penmanship, commercial arithmetic, and business practice. A course called "Clerical Practice" is also given in several other cities and towns, but it is a twelfth year course, similar to "Office Practice". This disagreement on nomenclature is unfortunate and unnecessary. It is one of the shortcomings of the schools of the state, and is one that should be remedied.

Nineteen subjects are listed on the high school survey as follows:

1. Business Practice
2. Bookkeeping I
3. Bookkeeping II
4. Bookkeeping III
5. Penmanship
6. Typewriting I
7. Typewriting II
8. Typewriting III
9. Secretarial Practice
10. Retail Selling
11. Sales
12. Office Practice
13. Commercial Arithmetic A
14. Commercial Arithmetic B
15. Commercial Geography
16. Commercial Law
17. Stenography I
18. Stenography II
19. Stenography III



One of the outstanding features of the analysis of the survey

was the lack of agreement of the subjects on the recommendations for the vari-

ous courses. The course called "Business Practice" on the survey for

instance was also given the following names: Elementary Business Training,

Junior Business Training, Junior Business Practice, Introduction to Business,

Elements of Business, Business Science, General Business Science, and Gen-

eral Business. The city of Boston added to the confusion by giving a

course called "Retail Practice", a ninth grade course composed of penma-

ship, commercial arithmetic, and business practice. A course called "Clari-

cal Practice" is also given in several other cities and towns, and it is

a twelfth year course, similar to "Office Practice". This disagreement on

recommendations is unfortunate and unnecessary. It is one of the shortcomings

of the schools of the state, and is one that should be remedied.

Nineteen subjects are listed on the high school survey as

follows:

1. Business Practice
2. Bookkeeping I
3. Bookkeeping II
4. Bookkeeping III
5. Penmanship
6. Typewriting I
7. Typewriting II
8. Typewriting III
9. Commercial Practice
10. Retail Selling
11. Sales
12. Office Practice
13. Commercial Arithmetic A
14. Commercial Arithmetic B
15. Commercial Geography
16. Commercial Law
17. Geography I
18. Geography II
19. Geography III



In addition I gathered statistics about Economics, listed under the social sciences, and miscellaneous business subjects that were written in by the schools reporting.

#### CLASSIFICATION OF SCHOOLS REPORTING HIGH SCHOOL

	Number of Pupils Reported
Group A	101 and over
Group B	101 to 100
Group C	100 and under

#### SCHOOLS OFFERING COMMERCIAL COURSES

	Number of Schools	Per Cent
Group A	84	30%
Group B	103	44%
Group C	43	16%

#### TOTAL ENROLLMENT OF SCHOOLS OFFERING THE COMMERCIAL COURSES

	Enrollment	Per Cent	Average Number of Pupils
Group A	110,513	81%	1,342
Group B	45,507	14%	240
Group C	2,000	2%	47

#### SCHOOLS NOT OFFERING THE COMMERCIAL COURSES

	Number of Schools	Total Enrollment	Average Number of Pupils
Group A	8	10,511	1,314
Group B	8	209	145
Group C	8	217	41

\*The eight schools in group A are situated in the three largest cities of the State: Boston, Springfield, and Worcester. In each of which there is a High School of Commerce for those who wish to take commercial subjects.



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In addition I gathered statistics about formulas, listed under  
the social sciences, and miscellaneous business subjects that were written  
in by the schools reporting.



TABLE I

## CLASSIFICATION OF MASSACHUSETTS HIGH SCHOOLS

	Number of pupils enrolled
Group A	501 and over
Group B	101 to 500
Group C	100 and under

## SCHOOLS GIVING COMMERCIAL COURSES

	Number of Schools	Per Cent
Group A	89	38%
Group B	103	44%
Group C	42	18%

## TOTAL ENROLLMENT OF SCHOOLS GIVING THE COMMERCIAL COURSES

	Enrollment	Per Cent	Average Number of Pupils
Group A	119,510	81%	1,343
Group B	25,507	17%	248
Group C	2,885	2%	69

## SCHOOLS NOT GIVING THE COMMERCIAL COURSES

	Number of Schools	Total Enrollment	Average Number of Pupils
Group A *	8	10,511	1,313
Group B	2	289	145
Group C	6	247	41

\*The eight schools in group A are situated in the three largest cities of the State: Boston, Springfield, and Worcester in each of which there is a High School of Commerce for those who wish to take commercial subjects.



TABLE I

## CLASSIFICATION OF MASSACHUSETTS HIGH SCHOOLS

Number of pupils enrolled

Group A	501 and over
Group B	101 to 500
Group C	100 and under

## SCHOOLS GIVING COMMERCIAL COURSES

Group	Number of Schools	Per Cent
Group A	86	30.1
Group B	103	44.4
Group C	42	19.4

## TOTAL ENROLLMENT OF SCHOOLS GIVING THE COMMERCIAL COURSES

Group	Enrollment	Per Cent	Average Number of Pupils
Group A	119,513	81%	1,343
Group B	85,807	17%	443
Group C	2,688	2%	29

## SCHOOLS NOT GIVING THE COMMERCIAL COURSES

Group	Number of Schools	Total Enrollment	Average Number of Pupils
Group A	5	10,511	2,102
Group B	2	239	140
Group C	3	247	82

\*The largest school in Group A was attended in the three largest cities of the State: Boston, Springfield, and Worcester in each of which there is a High School of Commerce for those who wish to take commercial subjects.



## CHAPTER V

## BUSINESS PRACTICE

Business Practice, also known as Elementary Business Training, Junior Business Training and a host of other names is the new business subject that is becoming so popular throughout the country. It is the subject of an excellent nation-wide survey made by Benjamin R. Haynes for his doctor's degree.

Haynes recommends <sup>1</sup> that they subject be taught in either the eighth or ninth grade, for five periods a week for at least a year. This expression is in agreement with the opinions of most of the educational authorities. Let us now look at the statistics for Massachusetts in Table II on page seventeen.

The subject was given in approximately forty-seven per cent of the high schools in the State, with 8,525 pupils enrolled. About seventy-one per cent of the schools offered the course in the ninth year, but over twenty-five per cent of the schools gave the course in the tenth, eleventh or twelfth years, in spite of the opinion of authorities that it should come earlier in the course. In other particulars the course was better organized, eighty-five per cent of the schools giving it five periods a week and ninety-three per cent offering it for one year. (See Table II.)

1. Haynes, B.R., Elementary Business Training in the Public Junior High Schools of the United States, Thesis in Partial Fulfillment of Requirements for Ph.D. degree, New York University, 1932, p.67.



CHAPTER V

BUSINESS PRACTICE

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Haynes recommends that they subject be taught in either the eighth or ninth grade, for five periods a week for at least a year. This suggestion is in agreement with the opinion of most of the educational authorities. Let us now look at the statistics for business practice in Table II on page next.

The subject was given in approximately forty-seven per cent of the high schools in the state, with 8,825 pupils enrolled. About seventy-one per cent of the schools offered the course in the ninth year, but over twenty-five per cent of the schools gave the course in the tenth, eleventh or twelfth years, in spite of the opinion of educational authorities that it should come earlier in the course. In other words, the course was better organized, eighty-five per cent of the schools giving it five periods a week and ninety-three per cent offering it for one year. (See Table II.)



Because a number of the high schools reporting were three-year or a combination of three and four-year schools, it was necessary to examine the junior high schools of the state to get the full statistics about business practice. In the junior high schools, the course was given in one hundred and eighteen schools or fifty-one per cent and was taken by 15,282 pupils. In ninety-five per cent of the cases it was given in either the eighth or ninth year, in eighty-eight per cent of the schools it was given for a full year, and in seventy-four per cent of the schools it was given for either four or five periods.

CONCLUSIONS: The chief fault to find with the Business Practice course as revealed in the survey is that too many schools gave the course in grades above the ninth year. With this exception the course was organized in accordance with the beliefs of commercial educators.



Because a number of the high schools reporting were three-year

or a combination of three and four-year schools, it was necessary to ex-

amine the junior high schools of the state to get the full statistics

about business practices. In the junior high schools, the census was given

in one hundred and sixteen schools or fifty-one per cent and was taken

by 15,822 pupils. In ninety-five per cent of the cases it was given in

either the eighth or ninth year, in eighty-eight per cent of the schools

it was given for a full year, and in seventy-four per cent of the schools

it was given for either four or five periods.

CONCLUSIONS: The effort failed to find with the business three-

year course as revealed in the survey is that too many schools give the

course in grades above the ninth year. With this exception the course was

organized in accordance with the beliefs of commercial educators.



TABLE II

## BUSINESS PRACTICE

## SENIOR AND FOUR-YEAR HIGH SCHOOLS

Total Number of Pupils Enrolled ..8,525

	<u>Number of Schools</u>		
	<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Group A	42	47	47.2%
Group B	51	52	49.5%
Group C	16	26	38.2%
	109	125	46.6%

Years in Which Course Was Given

<u>Year</u>	<u>Number of Schools</u>	<u>Per Cent</u>
9th	73	70.9%
10th	17	16.5%
10th, 11th, 12th	9	8.7%
9th, 10th	4	3.9%
	103	
Not Reporting	3	
	109	

Periods Per Week

<u>Periods</u>	<u>Number of Schools</u>	<u>Per Cent</u>
5	87	85.3%
4	9	8.7%
3	5	4.9%
2	1	1.0%
	102	
Not Reporting	7	
	109	



TABLE II

## BUSINESS STATISTICS

## SENIOR AND FOUR-YEAR HIGH SCHOOLS

Total Number of Pupils Enrolled . 10,833

Number of Schools

	<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Group A	42	47	47.24
Group B	81	22	40.18
Group C	14	20	33.58
	<u>137</u>	<u>133</u>	<u>48.92</u>

Years in Which Census Was Given

<u>Year</u>	<u>Number of Schools</u>	<u>Per Cent</u>
1921	73	70.94
1922	17	16.32
1923, 1924, 1925	0	0.00
1926, 1927	4	3.74
	<u>100</u>	
Not Reporting	3	
	<u>103</u>	

Periods for Work

<u>Periods</u>	<u>Number of Schools</u>	<u>Per Cent</u>
2	87	82.52
4	9	8.72
5	2	1.92
6	1	1.04
	<u>100</u>	
Not Reporting	7	
	<u>107</u>	



TABLE II (continued)

Length of Course

	<u>Number of Schools</u>	<u>Per Cent</u>
Full Year	101	92.7%
Half Year	6	5.5%
Fifteen Weeks	1	0.9%
Thirty-three Weeks	<u>1</u>	0.9%
	109	



TABLE II (continued)

Length of Service

<u>Per Cent</u>	<u>Number of</u>	
	<u>Persons</u>	
22.72	101	Full Year
8.33	4	Half Year
0.95	1	Quarter Year
0.95	1	Three-Month
	<u>107</u>	<u>Total</u>



TABLE III  
BUSINESS PRACTICE  
JUNIOR HIGH SCHOOLS

Total Number of Pupils Enrolled -- 15,282

	<u>Schools</u>	
	<u>Giving</u>	<u>Not Giving</u>
Number	118	110
Per Cent	51.5%	48.5%

	<u>Years in Which Course Was Given</u>	
	<u>Number of Schools</u>	<u>Per Cent</u>
9th	56	50.5%
8th, 9th	27	24.3%
8th	23	20.7%
7th, 8th	4	3.6%
7th	1	0.9%
	<u>111</u>	<u>100.0%</u>
Not Reporting	7	
	<u>118</u>	

	<u>Period Per Week</u>	
	<u>Number of Schools</u>	<u>Per Cent</u>
5	52	44.5%
3	17	14.5%
4	16	13.7%
4, 5	8	6.8%
3, 5	5	4.3%
2	4	3.4%
Miscellaneous	15	12.8%
	<u>117</u>	
Not Reporting	1	
	<u>118</u>	



TABLE III

## BUSINESS METHOD

## JUNIOR HIGH SCHOOLS

Total Number of Pupils Enrolled -- 15,122

<u>Schools</u>		
<u>Given</u>	<u>Not Given</u>	
Number	118	Number
Per Cent	81.92	Per Cent
		118
		48.92

Years in Which Courses Were Given

<u>Schools</u>		
<u>Number of</u>	<u>Per Cent</u>	
1	20.16	1st
2	24.32	2nd, 3rd
3	20.72	3rd
4	2.02	4th, 5th
5	0.92	6th
6	100.00	
7		Not Reporting
118		

Periods Per Week

<u>Schools</u>		
<u>Number of</u>	<u>Per Cent</u>	
1	44.32	1
2	14.32	2
3	13.72	3
4	6.82	4, 5
5	4.32	5, 6
6	3.42	6
7	12.02	Miscellaneous
118		Not Reporting
1		
118		



TABLE III(continued)

## CHAPTER VI

Length of Course

	<u>Number of</u> <u>Schools</u>	<u>Per Cent</u>
Full Year	104	88.2%
Half Year	14	11.8%
	118	100.0%

used in Washington. It was given for the year in over ninety per cent of the schools, usually in the tenth and eleventh grades. In most cases, it was given five periods per week. Administrators generally agree that bookkeeping should be given in the tenth and eleventh years, but some felt that it should not be given for more than the first and second years and that it be made a one year course. A. Earl Byrd says: "Except in rare cases a student should not devote more than two years to bookkeeping." He later adds that he thinks experience may show that one year is enough. B. Colvin does not think it worth the effort to have only one year of bookkeeping.

A further examination of the statistics reveals that bookkeeping was offered for more than two years in many schools and that it was offered before the tenth grade in several. In the junior high schools over twenty-eight hundred pupils took bookkeeping in the sixth grade. In the senior high schools, 3,395 pupils took a third year of bookkeeping and did not account for. The large schools were mostly of the type giving the third and fourth year of bookkeeping, or sixty-one per cent of the Group 1 schools give bookkeeping III, or compared with fifteen per cent of the Group 2 and seven per cent of the Group 3 schools, while all twenty-four



TABLE III (continued)

<u>Length of Course</u>		
<u>Per Cent</u>	<u>Number of</u>	
	<u>Schools</u>	
50.00	104	Full Year
11.00	14	Half Year
100.00	118	



## CHAPTER VI

### BOOKKEEPING

According to the survey, bookkeeping was fairly well standardized in Massachusetts. It was given for two years in over eighty per cent of the schools, usually in the tenth and eleventh grades. In most cases, it was given five periods per week. Authorities generally agree that bookkeeping should be given in the tenth and eleventh years, but many add that it should not be given for more than two years and some suggest that it be made a one year course. A. Hugh Sproul says: <sup>1</sup> "Except in rare cases a student should not devote more than two years to bookkeeping." He later adds that he thinks experience may show that one year is enough. A. O. Colvin comes out flatly in favor of having only one year of bookkeeping. <sup>2</sup>

A further examination of the statistics reveals that bookkeeping was offered for more than two years in many schools and that it was offered before the tenth grade in several. In the junior high schools over twenty-eight hundred pupils took bookkeeping in the ninth grade. In the senior high schools, 3,283 pupils took a third year of bookkeeping and 618 took accounting. The large schools were mostly at fault in giving the third and fourth year of bookkeeping, as sixty-one per cent of the Group A schools give Bookkeeping III, as compared with fifteen per cent of the Group B and seven per cent of the Group C schools, while all except four

1. Kitson, Harry D., editor, Commercial Education in Secondary Schools, Boston, Ginn and Company, 1929, p.51.

2. Colvin, A.O., "Modernizing Secondary Commercial Education," The Balance Sheet, January, 1931, p.140.



## CHAPTER VI

### BOOKKEEPING

According to the survey, bookkeeping was fairly well understood in Massachusetts. It was given for two years in over eighty per cent of the schools, usually in the tenth and eleventh grades. In that case, it was given five periods per week. Authorities generally agree that

bookkeeping should be given in the tenth and eleventh years, and many add that it should not be given for more than two years and even suggest that it be made a one-year course. A high school says: "It should be given

as a student should not devote more than two years to bookkeeping." In fact, when the child's experience may show that two years is enough. A. C. Davis gives out fairly in favor of having only one year of bookkeeping.

A further examination of the statistics reveals that bookkeeping

was offered for more than two years in many schools and that it was offered before the tenth grade in several. In the Junior High schools over twenty-eight hundred pupils took bookkeeping in the ninth grade. In the

senior high schools, 3,383 pupils took a third year of bookkeeping and this book accounting. The large schools were mostly at fault in giving the third and fourth year of bookkeeping, or sixty-one per cent of the Group A

schools and bookkeeping III, as compared with fifteen per cent of the Group B and seven per cent of the Group C schools. While all groups have



of the students taking accounting were in Group A schools.

CONCLUSIONS: There was unquestionably an over-emphasis of bookkeeping in the high schools. There is little excuse for offering three and four years of the subject in view of the opinions of the authorities. Because of its difficulty it should not be offered before the tenth grade, and, consequently, the junior high schools are at fault in offering the subject at all.

		<u>Number of Schools</u>		<u>Per Cent</u>	
Book-keeping I	Group A	83	7	87.5%	
	Group B	97	8	91.7%	
	Group C	53	18	66.7%	
	Total	233	23	100.0%	
Book-keeping II	Group A	85	8	88.9%	
	Group B	94	18	81.1%	
	Group C	53	18	66.7%	
	Total	232	34	100.0%	
Book-keeping III	Group A	88	24	73.3%	
	Group B	13	10	23.0%	
	Group C	3	2	60.0%	
	Total	104	36	100.0%	

		<u>Number of Schools</u>		<u>Per Cent</u>	
Bookkeeping I	1914	141	57.5%		
	1915	64	21.7%		
	1916	14	6.8%		
	1917	4	3.0%		
	Total	223	100.0%		
Bookkeeping II	1914	141	57.5%		
	1915	31	18.0%		
	1916, 1917	10	8.4%		
	1918	15	12.5%		
	Total	197	100.0%		
Bookkeeping III	1914	141	57.5%		
	1915	31	18.0%		
	1916, 1917	10	8.4%		
	1918	15	12.5%		
	Total	197	100.0%		

		<u>Number of Schools</u>		<u>Per Cent</u>	
Bookkeeping I	1914	141	57.5%		
	1915	64	21.7%		
	1916	14	6.8%		
	1917	4	3.0%		
	Total	223	100.0%		
Bookkeeping II	1914	141	57.5%		
	1915	31	18.0%		
	1916, 1917	10	8.4%		
	1918	15	12.5%		
	Total	197	100.0%		
Bookkeeping III	1914	141	57.5%		
	1915	31	18.0%		
	1916, 1917	10	8.4%		
	1918	15	12.5%		
	Total	197	100.0%		



of the students taking accounting were in Group A schools.

Comments: There was unquestionably an over-representation of

bookkeeping in the high schools. There is little reason for offering these

and four years of the subject in view of the opinions of the authorities.

Because of its difficulty it should not be offered before the fourth grade,

and, consequently, the junior high schools are at fault in offering the

subject at all.



## BOOKKEEPING

Senior and Four-Year High Schools  
Number of Pupils Enrolled

Bookkeeping I	20,237
Bookkeeping II	10,238
Bookkeeping III	3,283
Bookkeeping IV and Accounting	618
Total	34,376

		<u>Number of Schools</u>		
		<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Book-keeping I	Group A	86	3	96.6%
	Group B	97	6	94.2%
	Group C	30	12	71.5%
	Total	213	21	91.0%
Book-keeping II	Group A	85	4	95.5%
	Group B	84	19	81.6%
	Group C	23	19	54.8%
	Total	192	42	82.0%
Book-keeping III	Group A	55	34	61.7%
	Group B	15	88	14.6%
	Group C	3	39	7.2%
	Total	73	161	31.2%

			<u>Years in Which Course was Given</u>					
Bookkeeping I			Bookkeeping II			Bookkeeping III		
		Per Cent			Per Cent			Per Cent
10th	141	69.5%	11th	121	65.8%	12th	52	74.2%
11th	44	21.7%	12th	31	16.8%	11th	11	15.8%
9th	14	6.8%	11th, 12th	10	5.4%	11, 12th	7	10.0%
12th	4	2.0%	10th	15	8.2%		70	100.0%
	203	100.0%	10th, 11th	7	3.8%	Not Re-		
Not re-				184	100.0%	ported	3	
ported	10		Not Reported	8			73	
	213			192				

			<u>Periods Per Week</u>					
Bookkeeping I			Bookkeeping II			Bookkeeping III		
	No. of Schools	Per Cent		No. of Schools	Per Cent		No. of Schools	Per Cent
5	175	86.2%	5	155	84.7%	5	56	83.5%
4	20	9.8%	4	19	10.4%	3	5	7.5%
3	3	1.5%	10	6	3.3%	4	4	6.0%
10	3	1.5%	Miscel-		1.6%	10	2	3.0%
6, 7	2	1.0%	laneous	3	100.0%		67	100.0%
	203	100.0%		183				
Not Re-			Not Re-			Not Re-		
ported	10		ported	9		ported	6	
	213			192			73	







TABLE IV (continued)

		<u>Length of Course</u>			
Bookkeeping I		Bookkeeping II		Bookkeeping III	
No. of Schools		No. of Schools		No. of Schools	
Full Year	210		191		71
Half Year	3		1		2



TABLE IV (continued)

<u>Length of Course</u>			
Bookkeeping I	No. of schools	Bookkeeping II	No. of schools
Full Year	210	Full Year	191
Half Year	2	Half Year	1
Bookkeeping III	No. of schools		
Full Year	21		
Half Year	2		



TABLE V

## BOOKKEEPING IV AND ACCOUNTING

Number of Pupils Enrolled  
618

Number of Schools Giving

Group A	11
Group B	1
Group C	0
<u>Total</u>	<u>12</u>

Number of Periods Per Week  
5

Length  
One Year

Year in Which Course Was Given  
12th



# TABLE V

## EXERCISING IV AND MOVING

Number of pupils enrolled  
918

Number of pupils divided

Group A	21
Group B	1
Group C	9
<u>Total</u>	<u>31</u>

Number of periods per week  
5

Length  
One Year

Year in which course was given  
1922



TABLE VI

## BOOKKEEPING

## JUNIOR HIGH SCHOOL

Total Number of Pupils Enrolled -- 2,832

## Number of Schools

	Number	Per Cent
Giving	23	10.1%
Not Giving	205	89.9%

Year in Which Course Was Given -- 9th

(All of the twenty-two schools reporting  
on this point were in agreement)

Number of Periods Per Week -- 5

(Twenty out of the twenty-three schools  
agreed on this point.)

## Length of Course

Full Year	15
Half Year	6
Quarter Year	2



TABLE VI

UNIVERSITY  
JUNIOR HIGH SCHOOL

Total Number of Pupils Enrolled -- 2,832  
Number of Schools

Number	Per Cent
25	10.12
200	88.92

Year in which Courses Were Given -- 1911

(All of the twenty-two schools reporting  
on this point were in operation)

Number of Periods Per Week -- 5

(Twenty out of the twenty-two schools  
reported on this point.)

Length of Courses

Will Year	10
Half Year	8
Quarter Year	2



## CHAPTER VII

### TYPEWRITING

Typewriting was offered as a two-year course in over ninety-three percent of the schools and in fifty-four per cent was given for three years. The size of the school is an important factor in determining whether the subject is given in the third year or not. In the Group A schools typewriting was given in seventy-one per cent, in fifty-one per cent of the Group B schools and twenty-five per cent of the Group C schools.

The schools were practically unanimous in offering the course for a full year of five periods per week in Typewriting I, II, and III.

In the junior high schools nearly 2,900 pupils took typewriting. There was very little agreement as to what year or what number of periods the course should be given. Out of the twenty-two schools it was given in the eighth grade seven times and in the ninth grade twelve times. The schools were practically evenly divided among two, four and five periods per week for the course.

CONCLUSIONS: For the students who take Typewriting I in the junior high school and Typewriting II in the senior high school there is a break of from one to two years in the continuity of the subject. Obviously some action should be taken to determine in what grade Typewriting should be started.



## CHAPTER VII

### TYPOWRITING

Typewriting was offered as a two-year course in over ninety-  
three percent of the schools and in fifty-four per cent was given for three  
years. The aim of the school is an important factor in determining whether  
the subject is given in the third year or not. In the Group A schools  
typewriting was given in seventy-one per cent, in fifty-one per cent of  
the Group B schools and twenty-five per cent of the Group C schools.  
The schools were practically unanimous in offering the course  
for a full year of five periods per week in Typewriting I, II, and III.  
In the Junior High schools nearly 5,000 pupils took Typewriting.  
There was very little agreement as to what year or what number of periods  
the course should be given. Out of the twenty-two schools it was given in  
the eighth grade seven times and in the ninth grade twelve times. The  
schools were practically evenly divided among two, four and five periods  
per week for the course.  
CONCLUSIONS: For the students who take Typewriting I in the  
Junior High school and Typewriting II in the senior high school there is  
a break of from one to two years in the continuity of the subject. There-  
fore some action should be taken to determine in what grade Typewriting  
should be started.



TYPEWRITING  
SENIOR AND FOUR-YEAR HIGH SCHOOLS

<u>Number of Pupils enrolled</u>	
Typewriting I	24,430
Typewriting II	13,220
Typewriting III	4,615
Total	42,265

<u>Schools Giving and Not Giving Typewriting</u>				
		<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Type-writing I	Group A	86	3	96.6%
	Group B	100	3	97.2%
	Group C	37	5	88.1%
	Total	223	11	95.5%
Type-writing II	Group A	85	4	95.5%
	Group B	100	3	97.2%
	Group C	33	9	78.6%
	Total	218	16	93.2%
Type-writing III	Group A	64	25	72.0%
	Group B	53	50	51.5%
	Group C	11	31	26.2%
	Total	218	106	54.7%

<u>Year in Which Course was Given</u>								
<u>Typewriting I</u>			<u>Typewriting II</u>			<u>Typewriting III</u>		
<u>Year</u>	<u>No. of Schools</u>	<u>Per Cent</u>	<u>Year</u>	<u>No. of Schools</u>	<u>Per Cent</u>	<u>Year</u>	<u>No. of Schools</u>	<u>Per Cent</u>
10th	122	57.0%	11th	119	57.0%	12th	118	97.5%
11th	68	31.8%	12th	71	34.0%	11th	3	2.5%
10,11th	9	4.2%	11,12th	14	6.7%		121	100.0%
10,11,12th	8	3.7	10th	5	2.3%	Not re-		
11,12th	3	1.4		209		ported	7	
9,10th	4	1.9%	Not re-				128	
	214	100.0%	ported	9				
Not re-				218				
ported	9							
	223							

<u>Periods Per Week</u>								
<u>Typewriting I</u>			<u>Typewriting II</u>			<u>Typewriting III</u>		
<u>Periods</u>	<u>Schools</u>	<u>Per Cent</u>	<u>Periods</u>	<u>Schools</u>	<u>Per Cent</u>	<u>Periods</u>	<u>Schools</u>	<u>Per Cent</u>
5	160	76.6%	5	184	86.4%	5	96	79.2%
4	19	9.1%	4	18	8.5%	4	17	14.1%
3	9	4.3%	10	5	2.3%	10	3	2.5%
10	7	3.3%	Misc.	6	2.8%	Misc.	3	1.7%
2½	6	2.9%		213	100.0%	3	2	2.5%
Misc.	8	3.8%	Not re-				121	100.0%
	209	100.0%	ported	5		Not re-		
Not re-				218		ported	7	
ported	14						218	
	223							



TABLE VII

# SENIOR AND JUNIOR-TWO HIGH SCHOOLS

Typewriting I	Typewriting II	Typewriting III	Total
22,430	18,280	4,818	45,528

## Schools Giving and Not Giving Typewriting

Year	Typewriting I	Typewriting II	Typewriting III	Total
1923	123	68	2	193
1924	68	100	2	170
1925	68	27	2	97
1926	123	12	12	147
1927	68	68	4	140
1928	100	100	2	202
1929	32	32	2	66
1930	218	18	18	254
1931	64	22	22	108
1932	52	52	52	156
1933	11	11	31	53
1934	218	218	108	544

## Year in which course was given

Year	Typewriting I	Typewriting II	Typewriting III	Total
1923	123	68	2	193
1924	68	100	2	170
1925	68	27	2	97
1926	123	12	12	147
1927	68	68	4	140
1928	100	100	2	202
1929	32	32	2	66
1930	218	18	18	254
1931	64	22	22	108
1932	52	52	52	156
1933	11	11	31	53
1934	218	218	108	544

Year	Typewriting I	Typewriting II	Typewriting III	Total
1923	123	68	2	193
1924	68	100	2	170
1925	68	27	2	97
1926	123	12	12	147
1927	68	68	4	140
1928	100	100	2	202
1929	32	32	2	66
1930	218	18	18	254
1931	64	22	22	108
1932	52	52	52	156
1933	11	11	31	53
1934	218	218	108	544



TABLE VII (continued)

Per Cent of Schools Giving Course One Full Year

Typewriting I	97.8%
Typewriting II	99.5%
Typewriting III	99.2%

Typewriting I	8,598
Typewriting II	1,255
Typewriting III	5,777

Number of Schools Giving

Typewriting I	32
Typewriting II	15

Years in Which Courses Were Given

Typewriting I		Typewriting II	
1912	14	1912	5
1913	7	Not Reported	2
1914	3		10
Total	24		

Months Per Week

Typewriting I		Typewriting II	
Months	Schools	Months	Schools
2	4	2	5
3	3	3	3
4	1	4	1
5	3	Miss.	1
6	2		10
Total	13		

Length of Course

Typewriting I	Full Year
Typewriting II	Full Year



TABLE VII (continued)

Per Cent of Schools Giving Courses One Full Year

Typewriting I	87.82
Typewriting II	87.82
Typewriting III	88.82



## TABLE VIII

## TYPEWRITING

## JUNIOR HIGH SCHOOLS

## Number of Pupils Enrolled

Typewriting I	2,873
Typewriting II	<u>1,099</u>
	3,972

## Number of Schools Giving

Typewriting I	22
Typewriting II	10

## Years in Which Courses Were Given

Typewriting I		Typewriting II	
9th	12	9th	8
8th	7	Not Reported	<u>2</u>
Misc.	<u>3</u>		10
	22		

## Periods Per Week

Typewriting I		Typewriting II	
Periods	Schools	Periods	Schools
5	6	3	6
2	5	5	2
4	5	2	1
3	2	Misc.	<u>1</u>
1	2		10
Misc.	<u>2</u>		
	22		

## Length of Course

Typewriting I	Full Year
Typewriting II	Full Year



# TABLE VIII

## TYPOWRITERS

### JUNIOR HIGH SCHOOLS

Number of Pupils Enrolled

Typewriting I	2,073
Typewriting II	1,002
	<u>3,075</u>

Number of Schools Giving

Typewriting I	23
Typewriting II	10

Years in Which Courses Were Given

Typewriting I	Typewriting II
1913	1913
1914	1914
1915	1915
1916	1916
1917	1917
1918	1918
1919	1919
1920	1920
1921	1921
1922	1922
1923	1923
1924	1924
1925	1925
1926	1926
1927	1927
1928	1928
1929	1929
1930	1930
1931	1931
1932	1932
1933	1933
1934	1934
1935	1935
1936	1936
1937	1937
1938	1938
1939	1939
1940	1940
1941	1941
1942	1942
1943	1943
1944	1944
1945	1945
1946	1946
1947	1947
1948	1948
1949	1949
1950	1950
1951	1951
1952	1952
1953	1953
1954	1954
1955	1955
1956	1956
1957	1957
1958	1958
1959	1959
1960	1960
1961	1961
1962	1962
1963	1963
1964	1964
1965	1965
1966	1966
1967	1967
1968	1968
1969	1969
1970	1970
1971	1971
1972	1972
1973	1973
1974	1974
1975	1975
1976	1976
1977	1977
1978	1978
1979	1979
1980	1980
1981	1981
1982	1982
1983	1983
1984	1984
1985	1985
1986	1986
1987	1987
1988	1988
1989	1989
1990	1990
1991	1991
1992	1992
1993	1993
1994	1994
1995	1995
1996	1996
1997	1997
1998	1998
1999	1999
2000	2000
2001	2001
2002	2002
2003	2003
2004	2004
2005	2005
2006	2006
2007	2007
2008	2008
2009	2009
2010	2010
2011	2011
2012	2012
2013	2013
2014	2014
2015	2015
2016	2016
2017	2017
2018	2018
2019	2019
2020	2020
2021	2021
2022	2022
2023	2023
2024	2024
2025	2025
2026	2026
2027	2027
2028	2028
2029	2029
2030	2030
2031	2031
2032	2032
2033	2033
2034	2034
2035	2035
2036	2036
2037	2037
2038	2038
2039	2039
2040	2040
2041	2041
2042	2042
2043	2043
2044	2044
2045	2045
2046	2046
2047	2047
2048	2048
2049	2049
2050	2050
2051	2051
2052	2052
2053	2053
2054	2054
2055	2055
2056	2056
2057	2057
2058	2058
2059	2059
2060	2060
2061	2061
2062	2062
2063	2063
2064	2064
2065	2065
2066	2066
2067	2067
2068	2068
2069	2069
2070	2070
2071	2071
2072	2072
2073	2073
2074	2074
2075	2075
2076	2076
2077	2077
2078	2078
2079	2079
2080	2080
2081	2081
2082	2082
2083	2083
2084	2084
2085	2085
2086	2086
2087	2087
2088	2088
2089	2089
2090	2090
2091	2091
2092	2092
2093	2093
2094	2094
2095	2095
2096	2096
2097	2097
2098	2098
2099	2099
2100	2100

Periods for Each

Typewriting I	Typewriting II
Periods	Periods
Schools	Schools
1913	1913
1914	1914
1915	1915
1916	1916
1917	1917
1918	1918
1919	1919
1920	1920
1921	1921
1922	1922
1923	1923
1924	1924
1925	1925
1926	1926
1927	1927
1928	1928
1929	1929
1930	1930
1931	1931
1932	1932
1933	1933
1934	1934
1935	1935
1936	1936
1937	1937
1938	1938
1939	1939
1940	1940
1941	1941
1942	1942
1943	1943
1944	1944
1945	1945
1946	1946
1947	1947
1948	1948
1949	1949
1950	1950
1951	1951
1952	1952
1953	1953
1954	1954
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1957	1957
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1959	1959
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1962	1962
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1964	1964
1965	1965
1966	1966
1967	1967
1968	1968
1969	1969
1970	1970
1971	1971
1972	1972
1973	1973
1974	1974
1975	1975
1976	1976
1977	1977
1978	1978
1979	1979
1980	1980
1981	1981
1982	1982
1983	1983
1984	1984
1985	1985
1986	1986
1987	1987
1988	1988
1989	1989
1990	1990
1991	1991
1992	1992
1993	1993
1994	1994
1995	1995
1996	1996
1997	1997
1998	1998
1999	1999
2000	2000
2001	2001
2002	2002
2003	2003
2004	2004
2005	2005
2006	2006
2007	2007
2008	2008
2009	2009
2010	2010
2011	2011
2012	2012
2013	2013
2014	2014
2015	2015
2016	2016
2017	2017
2018	2018
2019	2019
2020	2020
2021	2021
2022	2022
2023	2023
2024	2024
2025	2025
2026	2026
2027	2027
2028	2028
2029	2029
2030	2030
2031	2031
2032	2032
2033	2033
2034	2034
2035	2035
2036	2036
2037	2037
2038	2038
2039	2039
2040	2040
2041	2041
2042	2042
2043	2043
2044	2044
2045	2045
2046	2046
2047	2047
2048	2048
2049	2049
2050	2050
2051	2051
2052	2052
2053	2053
2054	2054
2055	2055
2056	2056
2057	2057
2058	2058
2059	2059
2060	2060
2061	2061
2062	2062
2063	2063
2064	2064
2065	2065
2066	2066
2067	2067
2068	2068
2069	2069
2070	2070
2071	2071
2072	2072
2073	2073
2074	2074
2075	2075
2076	2076
2077	2077
2078	2078
2079	2079
2080	2080
2081	2081
2082	2082
2083	2083
2084	2084
2085	2085
2086	2086
2087	2087
2088	2088
2089	2089
2090	2090
2091	2091
2092	2092
2093	2093
2094	2094
2095	2095
2096	2096
2097	2097
2098	2098
2099	2099
2100	2100

Length of Courses

Typewriting I	Full Year
Typewriting II	Full Year



## CHAPTER VIII

## STENOGRAPHY

Stenography was quite well standardized as a two-year subject in Massachusetts. It was given in ninety-one per cent of the schools for two years and in only seventeen per cent for three years. Stenography I was usually given in the eleventh year and Stenography II in the twelfth year. Both courses were given for five periods a week for one full year.

CONCLUSIONS: Authorities are generally agreed that the subject should not be given for more than two years, so seventeen per cent of the schools had superfluous courses in stenography.



## CHAPTER VIII

### STENOGRAPHY

Stenography was quite well standardized as a two-year subject in Massachusetts. It was given in ninety-one per cent of the schools for two years and in only seventeen per cent for three years. Stenography I was usually given in the eleventh year and Stenography II in the twelfth year. Both courses were given for five periods a week for one full year. Conclusion: Authorities are generally agreed that the subject should not be given for more than two years, as seventeen per cent of the schools had experienced courses in stenography.



## STENOGRAPHY

Number of Pupils Enrolled

Stenography I 15,778

Stenography II 8,859

Stenography III 1,681

26,318Schools Giving and Not Giving Stenography

	<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Group A	84	5	94.5%
Stenog- Group B	100	3	97.2%
raphy I Group C	34	8	81.0%
<u>Total</u>	<u>218</u>	<u>16</u>	<u>93.2%</u>
Group A	86	3	93.2%
Stenog- Group B	95	8	95.0%
raphy II Group C	32	10	76.2%
<u>Total</u>	<u>213</u>	<u>21</u>	<u>91.1%</u>
Stenog- Group A	26	63	29.2%
raphy III Group B	7	96	6.8%
Group C	4	38	9.5%
<u>Total</u>	<u>37</u>	<u>197</u>	<u>15.8%</u>

Year in Which Course Was Given

<u>Stenography I</u>			<u>Stenography II</u>			<u>Stenography III</u>		
<u>Year</u>	<u>Schools</u>	<u>Per Cent</u>	<u>Year</u>	<u>Schools</u>	<u>Per Cent</u>	<u>Year</u>	<u>Schools</u>	<u>Per Cent</u>
11th	154	73.4%	12th	154	73.0%	12th	35	100%
10th	42	20.0%	11th	47	22.2%	Not re-		
11,12th	7	3.3%	11,12th	9	3.8%	ported	2	
10,11th	4	1.9%	10th	2	1.0%		<u>37</u>	
12th	3	1.4%		<u>211</u>	<u>100.0%</u>			
	<u>210</u>	<u>100.0%</u>	Not re-					
Not re-			ported	2				
ported	8			<u>213</u>				
	<u>218</u>							

Periods Per Week

<u>Stenography I</u>			<u>Stenography II</u>			<u>Stenography III</u>		
<u>Periods</u>	<u>Schools</u>	<u>Per Cent</u>	<u>periods</u>	<u>Schools</u>	<u>Per Cent</u>	<u>Periods</u>	<u>Schools</u>	<u>Per Cent</u>
5	194	92.9%	5	191	91.8%	5	29	82.9%
4	8	3.8%	4	11	5.3%	4	2	5.7%
3	4	1.9%	Misc.	6	2.9%	Misc.	4	11.4%
Misc.	3	1.4%		<u>208</u>	<u>100.0%</u>		<u>35</u>	<u>100.0%</u>
	<u>209</u>	<u>100.0%</u>	Not re-			Not re-		
Not re-			ported	5		ported	2	
ported	9			<u>213</u>			<u>37</u>	
	<u>218</u>							

Per Cent of Schools Giving Course One Full Year

Stenography I 96.8%

Stenography II 100.0%

Stenography III 100.0%



STENOGRAPHY  
Number of Pupils Enrolled

Stenography I	11,778
Stenography II	8,830
Stenography III	1,581
<b>Total</b>	<b>22,189</b>

Schools Giving and Not Giving Stenography

	<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Group A	84	5	94.32
Stenog-Group B	100	3	97.02
Stenog-Group C	56	3	94.64
<b>Total</b>	<b>240</b>	<b>11</b>	<b>95.42</b>
Group A	80	3	96.25
Stenog-Group B	93	3	96.77
Stenog-Group C	38	10	73.85
<b>Total</b>	<b>211</b>	<b>31</b>	<b>87.11</b>
Group A	28	23	54.88
Stenog-Group B	7	48	12.50
Stenog-Group C	2	38	5.00
<b>Total</b>	<b>37</b>	<b>109</b>	<b>25.32</b>

Year in which Course Was Given

<u>Stenography I</u>		<u>Stenography II</u>		<u>Stenography III</u>	
<u>Year</u>	<u>Schools Per Cent</u>	<u>Year</u>	<u>Schools Per Cent</u>	<u>Year</u>	<u>Schools Per Cent</u>
1912	181 7.42	1912	181 7.42	1912	28 1.00
1913	42 1.75	1913	47 1.95	1913	Not re-ported
1914	7 0.29	1914	7 0.29	1914	3 0.11
1915	4 0.17	1915	2 0.08	1915	3 0.11
1916	2 0.08	1916	2 0.08	1916	3 0.11
<b>Total</b>	<b>219 100.00</b>	<b>Total</b>	<b>219 100.00</b>	<b>Total</b>	<b>37 100.00</b>
Not re-ported	8	Not re-ported	8	Not re-ported	8
<b>Total</b>	<b>227</b>	<b>Total</b>	<b>227</b>	<b>Total</b>	<b>45</b>

Periods for Week

<u>Stenography I</u>		<u>Stenography II</u>		<u>Stenography III</u>	
<u>Periods</u>	<u>Schools Per Cent</u>	<u>Periods</u>	<u>Schools Per Cent</u>	<u>Periods</u>	<u>Schools Per Cent</u>
1	194 8.55	1	191 8.42	1	28 1.00
2	8 0.35	2	11 0.50	2	3 0.08
3	4 0.17	3	2 0.09	3	4 0.11
4	2 0.09	4	2 0.09	4	4 0.11
<b>Total</b>	<b>228 100.00</b>	<b>Total</b>	<b>226 100.00</b>	<b>Total</b>	<b>39 100.00</b>
Not re-ported	9	Not re-ported	8	Not re-ported	8
<b>Total</b>	<b>237</b>	<b>Total</b>	<b>234</b>	<b>Total</b>	<b>47</b>

Per Cent of Schools Giving Course for Each Year

Stenography I	78.92
Stenography II	100.00
Stenography III	100.00



## CHAPTER IX

## SALESMANSHIP AND RETAIL SELLING

Salesmanship and Retail Selling are two of the subjects that are recommended by many as subjects that should be encouraged in the secondary schools. What do the figures for Massachusetts show? Salesmanship was given in less than sixteen per cent of the schools and Retail Selling was given in less than four per cent of the schools! Clearly, the curriculum organizers in this state had not heeded the advice of commercial educational authorities.

An examination by groups shows that Salesmanship was taken in only twelve per cent of the group B schools and five per cent of the group C schools, while Retail Selling was given in only one school of the one hundred and forty-five schools in groups B and C.

Retail Selling was not given in enough schools to draw any conclusions as to general practices in length of course and grade placement. Salesmanship was generally offered in the fourth year for five periods a week. In twenty-five schools it was given for a full year and in fourteen schools it was given for one-half year.

CONCLUSIONS: The Massachusetts schools have fallen down sadly in the number offering Salesmanship and Retail Selling. The group B and C schools are particularly at fault because they have not the excuse of



## CHAPTER IX

### SALESMANSHIP AND RETAIL SELLING

Salesmanship and Retail Selling are two of the subjects that are recommended by many as subjects that should be encouraged in the secondary schools. What do the figures for Massachusetts show? Salesmanship was given in less than fifteen per cent of the schools and Retail Selling was given in less than four per cent of the schools. Clearly, the educational programs in this state had not needed the advice of commercial educational authorities.

An examination by groups shows that Salesmanship was taken in only twelve per cent of the group 3 schools and five per cent of the group 2 schools, while Retail Selling was given in only one school of the two hundred and forty-five schools in groups 2 and 3. Retail Selling was not given in enough schools to draw any conclusions as to general practices in length of course and grade placement. Salesmanship was generally offered in the fourth year for five periods a week. In twenty-five schools it was given for a full year and in fourteen schools it was given for one-half year.

DISCUSSION: The Massachusetts schools have taken more action in the matter of offering Salesmanship and Retail Selling. The group 2 and 3 schools are particularly at fault because they have not the excuse of



TABLE 2

expense for failure to offer these courses. They could substitute these courses for some of the typewriting and stenography courses that are not so important.

#### Schools Giving and Not Giving Courses

		Giving	Not Giving	Per Cent
Salmon-ship	Group A	25	22	29.86
	Group B	12	21	21.88
	Group C	2	40	4.86
	Total	39	103	17.86
Hotel-ling	Group A	9	20	14.29
	Group B	7	102	1.04
	Group C	0	42	0.00
	Total	16	164	2.44

Hotel-ling was not given in enough schools to draw any conclusions about the number of periods, length of course, or cost in which course was given.

#### Years in Which Salmon-ship Was Given

Year	Schools	Per Cent
1924	25	29.86
1925, 1926	2	2.18
1927	3	4.86
1928	1	1.04
	31	100.00
Not reported	8	

#### Periods Per Year — Salmon-ship

Periods	Schools	Per Cent
3	25	29.86
2	4	11.90
1	1	1.04
None	2	2.18
	32	100.00
Not reported	8	

#### Length of Salmon-ship Course

Length	Schools	Per Cent
Full Year	24	24.24
Half Year	12	24.24
	36	100.00



expenses for failure to offer these courses. They could constitute these  
courses for some of the typewriting and stenography courses that are not  
so important.



## SALESMANSHIP AND RETAIL SELLING

## Number of Pupils Enrolled

Salesmanship	2,773
Retail Selling	728

## Schools Giving and Not Giving Courses

		Giving	Not Giving	Per Cent
Salesman- ship	Group A	23	66	25.9%
	Group B	12	91	11.6%
	Group C	2	40	4.8%
	<u>Total</u>	<u>37</u>	<u>197</u>	<u>15.8%</u>
Retail Selling	Group A	9	80	10.1%
	Group B	1	102	1.0%
	Group C	0	42	0.0%
	<u>Total</u>	<u>10</u>	<u>224</u>	<u>4.3%</u>

Retail Selling was not given in enough schools to draw any conclusions about the number of periods, length of course, or year in which course was given.

## Years in Which Salesmanship Was Given

Year	Schools	Per Cent
12th	23	64.0%
11th, 12th	8	22.2%
11th	3	8.3%
10th	2	5.5%
	<u>36</u>	<u>100.0%</u>
Not reported	<u>1</u>	
	<u>37</u>	

## Periods Per Week -- Salesmanship

Periods	Schools	Per Cent
5	25	71.5%
3	4	11.4%
4	4	11.4%
Misc.	2	5.7%
	<u>35</u>	<u>100.0%</u>
Not reported	<u>2</u>	
	<u>37</u>	

## Length of Salesmanship Course

Length	Schools	Per Cent
Full Year	24	64.8%
Half Year	<u>13</u>	<u>35.2%</u>
	<u>37</u>	<u>100.0%</u>



## SALAMANSHIP AND RETAIL SELLING

Number of Pupils Enrolled

SalamanSHIP 2,772  
Retail Selling 728

Schools Giving and Not Giving Courses

	Giving	Not Giving	Per Cent
Group A	23	66	25.74
Group B	12	91	11.46
Group C	2	43	4.86
Total	37	199	15.16
Group A	8	80	10.14
Group B	1	102	1.04
Group C	0	42	0.00
Total	9	224	4.28

Retail Selling was not given in enough schools to show any conditions about the number of periods, length of course, or year in which course was given.

Year	Schools	Per Cent
1917	23	61.05
1918, 1919	8	21.62
1920	3	8.11
1921	2	5.41
1922	1	2.70
Not reported	1	2.70
Total	37	100.00

Periods Per Week	Schools	Per Cent
1	23	61.05
2	4	10.81
3	4	10.81
4	2	5.41
5	2	5.41
6	1	2.70
Not reported	1	2.70
Total	37	100.00

Length of SalamanSHIP Course	Schools	Per Cent
1 Year	23	61.05
2 Years	12	32.43
3 Years	2	5.41
Not reported	1	2.70
Total	37	100.00



## CHAPTER X

## OFFICE PRACTICE

Office Practice is a subject that should be offered for at least one full year in the twelfth year of school. In the survey, we find that it was offered in thirty-one per cent of the schools, dropping off from fifty-one per cent in group A to twenty-three per cent in group B and nine per cent in group C. The group B and group C schools can not offer this subject as extensively as the larger schools because the expense involved in supplying machines is quite heavy.

The course is quite generally given in the twelfth year for five periods a week, but in seventeen per cent of the schools it was given for only one-half year.

CONCLUSIONS: Office Practice is a valuable subject in these days of increased use of machines in business. Because of the expense involved it could not be expected that more schools would give the subject, but the schools that do give it should offer it for at least one full year, because a half course is of little value in this subject.



## CHAPTER I

## CIVIL SERVICE

Civil Service is a subject that should be offered for at least one full year in the twelfth year of school. In the survey, we find that it was offered in thirty-one per cent of the schools, ranging off from fifty-one per cent in group A to twenty-three per cent in group B and also per cent in group C. The group B and group C schools can not offer this subject as extensively as the larger schools because the expenses involved in supplying machines is quite heavy.

The course is quite generally given in the twelfth year for five periods a week, but in seventeen per cent of the schools it was given for only one-half year.

CONCLUSION: Civil Service is a valuable subject in these days of increased use of machines in business. Because of the expense involved it could not be expected that more schools would give the subject, but the schools that do give it should offer it for at least one full year, because a half course is of little value in this subject.



TABLE XI

## OFFICE PRACTICE

Number of Pupils Enrolled 4,362

## Schools Giving and Not Giving

	Giving	Not Giving	Per Cent
Group A	45	44	50.6%
Group B	24	79	23.3%
Group C	4	38	9.5%
<u>Total</u>	<u>73</u>	<u>161</u>	<u>31.2%</u>

## Year in Which Course Was Given

Year	Schools	Per Cent
12th	59	82.0%
11th	6	8.3%
11th, 12th	5	6.9%
10th, 11th	2	2.8%
	<u>72</u>	<u>100.0%</u>
Not reported	<u>1</u>	
	<u>73</u>	

## Periods Per Week

Periods	Schools	Per Cent
5	41	61.2%
4	9	13.4%
3	6	8.9%
1	5	7.5%
2	4	6.0%
10	2	3.0%
	<u>67</u>	<u>100.0%</u>
Not reporting	<u>6</u>	
	<u>73</u>	

## Length of Course

Length	Schools	Per Cent
Full Year	63	86.3%
Half Year	10	13.7%
	<u>73</u>	<u>100.0%</u>



## TABLE XI

## DIVING TRAINING

Number of Pupils Enrolled, 1922

Schools Giving and Not Giving

Group A	Group B	Group C	Total
43	34	4	73
43	34	4	73
20.00	23.00	2.00	45.00

Year in Which Course Was Given

Year	Schools	Per Cent
1924	20	27.39
1925	8	10.95
1926, 1927	3	4.11
1928, 1929	2	2.73
	73	100.00
Not reported	1	1.37

Periods Per Year

Periods	Schools	Per Cent
2	41	56.16
3	9	12.33
4	8	10.95
5	8	10.95
6	8	10.95
7	4	5.48
8	3	4.11
10	2	2.73
	73	100.00
Not reported	1	1.37

Length of Course

Length	Schools	Per Cent
Full Year	63	86.16
Half Year	10	13.84
	73	100.00



## CHAPTER XI

## COMMERCIAL ARITHMETIC

According to the authorities commercial arithmetic should be given in the ninth year for a full year. Frank C. Touton, Professor of Education at the University of Southern California, expressed this view in his article in Kitson's Problems of Secondary Commercial Education.<sup>1</sup>

Statistics from the survey show that this subject is quite properly organized.. The schools agreed in over eighty-five per cent of the cases in giving Commercial Arithmetic in the ninth year for five periods a week for one full year. Figures from the junior high schools also show the same condition, the subject being taken there in the ninth grade in eighty-six per cent of the cases and for five periods a week in seventy-four per cent of the schools.

CONCLUSIONS: There is no criticism to offer for organization of commercial arithmetic in the high schools as revealed by the Massachusetts survey.

1. Kitson, Harry D., Editor, Commercial Education in Secondary Schools, Boston: Ginn and Company, 1929, pp.79-80. .



## CHAPTER II

### COMMERCIAL ARTISTIC

According to the author's commercial artistic should be given in the ninth year for a full year. Frank C. Brown, Professor of Education at the University of Southern California, expressed this view in his article in Kistner's *Problem of Secondary Commercial Education*. Statistics from the survey show that this subject is given properly organized. The schools varied in over eighty-five per cent of the cases in giving Commercial Artistic in the ninth year. For five periods a week for one full year. Figures from the Junior High schools also show the same condition, the subject being taken twice in the ninth grade in eighty-six per cent of the cases and for five periods a week in seventy-four per cent of the schools.

CONCLUSION: There is no objection to offer for organization of commercial artistic in the high schools as revealed by the Kistner's survey.



## COMMERCIAL ARITHMETIC

## Senior and Four-Year High Schools

Number Enrolled

Commercial Arithmetic A 9,391

Commercial Arithmetic B 1,416

10,807

## Schools Giving and Not Giving

		<u>Giving</u>	<u>Not Giving</u>	<u>Per Cent</u>
Commercial Arithmetic A	Group A	41	48	46.1%
	Group B	55	48	53.4%
	Group C	10	32	23.8%
	<u>Total</u>	<u>106</u>	<u>128</u>	<u>45.3%</u>
Commercial Arithmetic B	Group A	10	79	11.3%
	Group B	6	97	5.8%
	Group C	2	40	4.8%
	<u>Total</u>	<u>18</u>	<u>216</u>	<u>7.2%</u>

## Year in Which Courses Were Given

Commercial Arithmetic A			Commercial Arithmetic B		
Year	Schools	Per Cent	Year	Schools	Per Cent
9th	71	70.4%	10th	8	53.3%
10th	14	13.8%	12th	4	26.7%
11th	10	9.9%	11th, 12th	3	20.0%
12th	6	5.9%		<u>15</u>	<u>100.0%</u>
	<u>101</u>	<u>100.0%</u>	Not reported	3	
Not reported	5			<u>18</u>	
	<u>106</u>				

## Periods Per Week

Commercial Arithmetic A			Commercial Arithmetic B		
Periods	Schools	Per Cent	Periods	Schools	Per Cent
5	88	87.1%	5	10	66.7%
4	8	7.9%	3	2	13.3%
2	3	3.0%	4	2	13.3%
1	2	2.0%	2	1	6.7%
	<u>101</u>	<u>100.0%</u>		<u>15</u>	<u>100.0%</u>
Not reported	5		Not reported	3	
	<u>106</u>			<u>18</u>	

## Length of Course

Commercial Arithmetic-A			Commercial Arithmetic-B		
	Schools	Per Cent		Schools	Per Cent
Full Year	91	85.8%	Full Year	14	77.8%
Half Year	15	14.2%	Half Year	4	22.2%



# COMMERCIAL ARTISTIC SCHOOL AND FOUR-YEAR HIGH SCHOOL

## Number Enrolled

Commercial Artistic A 8,341

Commercial Artistic B 2,418

10,759

Schools Giving and Not Giving

	Not Giving	Not Giving	Not Giving	Not Giving
Group A	41	41	41	41
Group B	33	33	33	33
Group C	19	19	19	19
Total	103	103	103	103
Group A	10	10	10	10
Group B	8	8	8	8
Group C	5	5	5	5
Total	13	13	13	13

Year in Which Courses Were Given

Year	Commercial Artistic A	Commercial Artistic B	Commercial Artistic C	Commercial Artistic D
1924	71	71	71	71
1925	14	14	14	14
1926	10	10	10	10
1927	6	6	6	6
Not reported	101	101	101	101
Total	102	102	102	102

Periods for Each

Periods	Commercial Artistic A	Commercial Artistic B	Commercial Artistic C	Commercial Artistic D
1	101	101	101	101
2	101	101	101	101
3	101	101	101	101
4	101	101	101	101
5	101	101	101	101
6	101	101	101	101
7	101	101	101	101
8	101	101	101	101
9	101	101	101	101
10	101	101	101	101
11	101	101	101	101
12	101	101	101	101
13	101	101	101	101
14	101	101	101	101
15	101	101	101	101
16	101	101	101	101
17	101	101	101	101
18	101	101	101	101
19	101	101	101	101
20	101	101	101	101
21	101	101	101	101
22	101	101	101	101
23	101	101	101	101
24	101	101	101	101
25	101	101	101	101
26	101	101	101	101
27	101	101	101	101
28	101	101	101	101
29	101	101	101	101
30	101	101	101	101
31	101	101	101	101
32	101	101	101	101
33	101	101	101	101
34	101	101	101	101
35	101	101	101	101
36	101	101	101	101
37	101	101	101	101
38	101	101	101	101
39	101	101	101	101
40	101	101	101	101
41	101	101	101	101
42	101	101	101	101
43	101	101	101	101
44	101	101	101	101
45	101	101	101	101
46	101	101	101	101
47	101	101	101	101
48	101	101	101	101
49	101	101	101	101
50	101	101	101	101
51	101	101	101	101
52	101	101	101	101
53	101	101	101	101
54	101	101	101	101
55	101	101	101	101
56	101	101	101	101
57	101	101	101	101
58	101	101	101	101
59	101	101	101	101
60	101	101	101	101
61	101	101	101	101
62	101	101	101	101
63	101	101	101	101
64	101	101	101	101
65	101	101	101	101
66	101	101	101	101
67	101	101	101	101
68	101	101	101	101
69	101	101	101	101
70	101	101	101	101
71	101	101	101	101
72	101	101	101	101
73	101	101	101	101
74	101	101	101	101
75	101	101	101	101
76	101	101	101	101
77	101	101	101	101
78	101	101	101	101
79	101	101	101	101
80	101	101	101	101
81	101	101	101	101
82	101	101	101	101
83	101	101	101	101
84	101	101	101	101
85	101	101	101	101
86	101	101	101	101
87	101	101	101	101
88	101	101	101	101
89	101	101	101	101
90	101	101	101	101
91	101	101	101	101
92	101	101	101	101
93	101	101	101	101
94	101	101	101	101
95	101	101	101	101
96	101	101	101	101
97	101	101	101	101
98	101	101	101	101
99	101	101	101	101
100	101	101	101	101

Length of Course

Half Year	Commercial Artistic A	Commercial Artistic B	Commercial Artistic C	Commercial Artistic D
1924	101	101	101	101
1925	101	101	101	101
1926	101	101	101	101
1927	101	101	101	101
1928	101	101	101	101
1929	101	101	101	101
1930	101	101	101	101
1931	101	101	101	101
1932	101	101	101	101
1933	101	101	101	101
1934	101	101	101	101
1935	101	101	101	101
1936	101	101	101	101
1937	101	101	101	101
1938	101	101	101	101
1939	101	101	101	101
1940	101	101	101	101
1941	101	101	101	101
1942	101	101	101	101
1943	101	101	101	101
1944	101	101	101	101
1945	101	101	101	101
1946	101	101	101	101
1947	101	101	101	101
1948	101	101	101	101
1949	101	101	101	101
1950	101	101	101	101
1951	101	101	101	101
1952	101	101	101	101
1953	101	101	101	101
1954	101	101	101	101
1955	101	101	101	101
1956	101	101	101	101
1957	101	101	101	101
1958	101	101	101	101
1959	101	101	101	101
1960	101	101	101	101
1961	101	101	101	101
1962	101	101	101	101
1963	101	101	101	101
1964	101	101	101	101
1965	101	101	101	101
1966	101	101	101	101
1967	101	101	101	101
1968	101	101	101	101
1969	101	101	101	101
1970	101	101	101	101
1971	101	101	101	101
1972	101	101	101	101
1973	101	101	101	101
1974	101	101	101	101
1975	101	101	101	101
1976	101	101	101	101
1977	101	101	101	101
1978	101	101	101	101
1979	101	101	101	101
1980	101	101	101	101
1981	101	101	101	101
1982	101	101	101	101
1983	101	101	101	101
1984	101	101	101	101
1985	101	101	101	101
1986	101	101	101	101
1987	101	101	101	101
1988	101	101	101	101
1989	101	101	101	101
1990	101	101	101	101
1991	101	101	101	101
1992	101	101	101	101
1993	101	101	101	101
1994	101	101	101	101
1995	101	101	101	101
1996	101	101	101	101
1997	101	101	101	101
1998	101	101	101	101
1999	101	101	101	101
2000	101	101	101	101



## CHAPTER XII

## COMMERCIAL GEOGRAPHY

Commercial Geography is one of the social business subjects so widely recommended by commercial educators. Examination of the statistics shows that it was taken in only fifty-four per cent of the schools, seventy-three per cent in group A, fifty-one per cent in group B and twenty-four per cent in group C.

The course was generally given in the tenth year for five periods a week. Ninety-eight of the schools gave it for a full year and thirty gave it for one-half year.

CONCLUSIONS: The subject should be more generally offered and more study should be given to determine how much time should be devoted to it.

## Length of Course

Length	Schools	Per Cent
Full Year	97	76.45
Half Year	29	23.55



CHAPTER XII

COMMERCIAL GEOGRAPHY

Commercial Geography is one of the social business subjects  
so widely recommended by commercial educators. Examination of the statis-  
tics shows that it was taken in only fifty-four per cent of the schools,  
seventy-three per cent in Group A, fifty-one per cent in Group B and  
twenty-four per cent in Group C.

The course was generally given in the fourth year for five  
periods a week. Twenty-eight of the schools gave it for a full year and  
thirty gave it for one-half year.

RECOMMENDATIONS: The subject should be more generally offered  
and more study should be given to determining how much time should be de-  
voted to it.



## COMMERCIAL GEOGRAPHY

Number of Pupils Enrolled -- 15,849

## Schools Giving and Not Giving

	Giving	Not Giving	Per Cent
Group A	65	24	73.0%
Group B	52	51	50.5%
Group C	10	32	23.8%
<u>Total</u>	<u>127</u>	<u>107</u>	<u>54.3%</u>

## Year in Which Course Was Given

Year	Schools	Per Cent
10th	86	68.2%
11th	15	11.9%
9th	11	8.7%
12th	4	3.2%
11th, 12th	4	3.2%
10th, 11th	3	2.4%
9th, 10th	3	2.4%
	<u>126</u>	<u>100.0%</u>
Not reported	1	
	<u>127</u>	

## Periods Per Week

Periods	Schools	Per Cent
5	80	66.1%
4	20	16.5%
3	16	13.3%
2	4	3.3%
10	1	0.8%
	<u>121</u>	<u>100.0%</u>
Not reported	6	
	<u>127</u>	

## Length of Course

Length	Schools	Per Cent
Full Year	97	76.4%
Half Year	30	23.6%



COMMERCIAL CEMENTS

Number of Tons Enrolled -- 12,982

Schools Giving and Not Giving

Schools Giving	Schools Not Giving	Per Cent
127	107	100.00
10	32	23.62
32	31	20.44
62	24	37.93

Year in Which Course Was Given

Year	Schools	Per Cent
1917	1	0.79
1918	1	0.79
1919	1	0.79
1920	1	0.79
1921	1	0.79
1922	1	0.79
1923	1	0.79
1924	1	0.79
1925	1	0.79
1926	1	0.79
1927	1	0.79
1928	1	0.79
1929	1	0.79
1930	1	0.79
1931	1	0.79
1932	1	0.79
1933	1	0.79
1934	1	0.79
1935	1	0.79
1936	1	0.79
1937	1	0.79
1938	1	0.79
1939	1	0.79
1940	1	0.79
1941	1	0.79
1942	1	0.79
1943	1	0.79
1944	1	0.79
1945	1	0.79
1946	1	0.79
1947	1	0.79
1948	1	0.79
1949	1	0.79
1950	1	0.79
1951	1	0.79
1952	1	0.79
1953	1	0.79
1954	1	0.79
1955	1	0.79
1956	1	0.79
1957	1	0.79
1958	1	0.79
1959	1	0.79
1960	1	0.79
1961	1	0.79
1962	1	0.79
1963	1	0.79
1964	1	0.79
1965	1	0.79
1966	1	0.79
1967	1	0.79
1968	1	0.79
1969	1	0.79
1970	1	0.79
1971	1	0.79
1972	1	0.79
1973	1	0.79
1974	1	0.79
1975	1	0.79
1976	1	0.79
1977	1	0.79
1978	1	0.79
1979	1	0.79
1980	1	0.79
1981	1	0.79
1982	1	0.79
1983	1	0.79
1984	1	0.79
1985	1	0.79
1986	1	0.79
1987	1	0.79
1988	1	0.79
1989	1	0.79
1990	1	0.79
1991	1	0.79
1992	1	0.79
1993	1	0.79
1994	1	0.79
1995	1	0.79
1996	1	0.79
1997	1	0.79
1998	1	0.79
1999	1	0.79
2000	1	0.79
2001	1	0.79
2002	1	0.79
2003	1	0.79
2004	1	0.79
2005	1	0.79
2006	1	0.79
2007	1	0.79
2008	1	0.79
2009	1	0.79
2010	1	0.79
2011	1	0.79
2012	1	0.79
2013	1	0.79
2014	1	0.79
2015	1	0.79
2016	1	0.79
2017	1	0.79
2018	1	0.79
2019	1	0.79
2020	1	0.79
2021	1	0.79
2022	1	0.79
2023	1	0.79
2024	1	0.79
2025	1	0.79
2026	1	0.79
2027	1	0.79
2028	1	0.79
2029	1	0.79
2030	1	0.79
2031	1	0.79
2032	1	0.79
2033	1	0.79
2034	1	0.79
2035	1	0.79
2036	1	0.79
2037	1	0.79
2038	1	0.79
2039	1	0.79
2040	1	0.79
2041	1	0.79
2042	1	0.79
2043	1	0.79
2044	1	0.79
2045	1	0.79
2046	1	0.79
2047	1	0.79
2048	1	0.79
2049	1	0.79
2050	1	0.79
2051	1	0.79
2052	1	0.79
2053	1	0.79
2054	1	0.79
2055	1	0.79
2056	1	0.79
2057	1	0.79
2058	1	0.79
2059	1	0.79
2060	1	0.79
2061	1	0.79
2062	1	0.79
2063	1	0.79
2064	1	0.79
2065	1	0.79
2066	1	0.79
2067	1	0.79
2068	1	0.79
2069	1	0.79
2070	1	0.79
2071	1	0.79
2072	1	0.79
2073	1	0.79
2074	1	0.79
2075	1	0.79
2076	1	0.79
2077	1	0.79
2078	1	0.79
2079	1	0.79
2080	1	0.79
2081	1	0.79
2082	1	0.79
2083	1	0.79
2084	1	0.79
2085	1	0.79
2086	1	0.79
2087	1	0.79
2088	1	0.79
2089	1	0.79
2090	1	0.79
2091	1	0.79
2092	1	0.79
2093	1	0.79
2094	1	0.79
2095	1	0.79
2096	1	0.79
2097	1	0.79
2098	1	0.79
2099	1	0.79
2100	1	0.79

Periods for Work

Periods	Schools	Per Cent
1	1	0.79
2	1	0.79
3	1	0.79
4	1	0.79
5	1	0.79
6	1	0.79
7	1	0.79
8	1	0.79
9	1	0.79
10	1	0.79
11	1	0.79
12	1	0.79
13	1	0.79
14	1	0.79
15	1	0.79
16	1	0.79
17	1	0.79
18	1	0.79
19	1	0.79
20	1	0.79
21	1	0.79
22	1	0.79
23	1	0.79
24	1	0.79
25	1	0.79
26	1	0.79
27	1	0.79
28	1	0.79
29	1	0.79
30	1	0.79
31	1	0.79
32	1	0.79
33	1	0.79
34	1	0.79
35	1	0.79
36	1	0.79
37	1	0.79
38	1	0.79
39	1	0.79
40	1	0.79
41	1	0.79
42	1	0.79
43	1	0.79
44	1	0.79
45	1	0.79
46	1	0.79
47	1	0.79
48	1	0.79
49	1	0.79
50	1	0.79
51	1	0.79
52	1	0.79
53	1	0.79
54	1	0.79
55	1	0.79
56	1	0.79
57	1	0.79
58	1	0.79
59	1	0.79
60	1	0.79
61	1	0.79
62	1	0.79
63	1	0.79
64	1	0.79
65	1	0.79
66	1	0.79
67	1	0.79
68	1	0.79
69	1	0.79
70	1	0.79
71	1	0.79
72	1	0.79
73	1	0.79
74	1	0.79
75	1	0.79
76	1	0.79
77	1	0.79
78	1	0.79
79	1	0.79
80	1	0.79
81	1	0.79
82	1	0.79
83	1	0.79
84	1	0.79
85	1	0.79
86	1	0.79
87	1	0.79
88	1	0.79
89	1	0.79
90	1	0.79
91	1	0.79
92	1	0.79
93	1	0.79
94	1	0.79
95	1	0.79
96	1	0.79
97	1	0.79
98	1	0.79
99	1	0.79
100	1	0.79

Length of Courses

Length	Schools	Per Cent
Half Year	20	15.75
Full Year	7	5.48



### CHAPTER XIII

### COMMERCIAL LAW

Commercial Law is an excellent example of uncertainty in organization of a course. It is given by approximately one-half the schools in the state. Of the schools that gave it about one-half gave it as a full year course and one-half gave it as a half year course. There is no certainty as to the year in which it should be given (it was given in the twelfth year in about sixty-five per cent of the schools) nor as to the number of periods (it was given five periods per week in about sixty-five per cent of the schools).

The subject is taught in eighty per cent of the group A schools, thirty-seven per cent of the group B schools and nineteen per cent of the group C schools.

CONCLUSIONS: Obviously this subject needs careful investigation to determine its status in the high school. Such a lack of standardization as shown by the figures of the survey is evidence that there is no agreement as to the amount or kind of material to be given.

The group B and group C schools are very lax in not giving this highly recommended social business subject.



CHAPTER VIII

COMMERCIAL LAW

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The subject is taught in eight per cent of the group A schools, thirty-seven per cent of the group B schools and nineteen per cent of the group C schools.

CONCLUSIONS: Obviously this subject needs careful investigation.

Also to determine the status in the high school. Such a lack of standardization as shown by the figures of the survey is evidence that there is an agreement as to the amount or kind of material to be given.

The group B and group C schools are very lax in not giving

this highly recommended social business subject.



## COMMERCIAL LAW

Number of Pupils Enrolled -- 7,716

## Schools Giving and Not Giving

	Giving	Not Giving	Per Cent
Group A	72	17	81.0%
Group B	38	65	36.9%
Group C	8	34	19.0%
	<u>118</u>	<u>116</u>	<u>50.5%</u>

## Year in Which Course Was Given

Year	Schools	Per Cent
12th	68	62.4%
11th	24	22.0%
11th, 12th	10	9.2%
10th	5	4.6%
10th, 11th	2	1.8%
	<u>109</u>	<u>100.0%</u>
Not reported	9	
	<u>118</u>	

## Periods Per Week

Periods	Schools	Per Cent
5	69	64.5%
3	22	20.6%
4	8	7.4%
2	4	3.7%
2½	2	1.9%
1	2	1.9%
	<u>107</u>	<u>100.0%</u>
Not reported	11	
	<u>118</u>	

## Length of Course

Length	Schools	Per Cent
Full Year	59	50.0%
Half Year	59	50.0%



## COMMERCIAL LAW

Number of Pupils Enrolled -- 7,718

Scholes Giving and Not Giving

Group A	Giving	Not Giving	Per Cent
Group A	73	17	81.04
Group B	38	62	38.94
Group C	8	32	19.04
	<u>118</u>	<u>118</u>	<u>100.00</u>

Year in Which Course Was Given

Year	Scholes	Per Cent
1921	63	53.41
1922	34	28.94
1923, 1924	10	8.47
1925	8	6.78
1926, 1927	2	1.67
	<u>108</u>	<u>100.00</u>
Not reported	10	
	<u>118</u>	

Periods per Week

Periods	Scholes	Per Cent
2	63	53.41
3	33	28.94
4	8	6.78
5	4	3.41
6	2	1.67
7	2	1.67
	<u>108</u>	<u>100.00</u>
Not reported	10	
	<u>118</u>	

Length of Course

Length	Scholes	Per Cent
Half Year	38	32.21
Full Year	32	26.94



## CHAPTER XIV

### ECONOMICS

Economics is a subject that ordinarily is given by the social science department rather than the commercial department, yet it is such a basic study for any business training that it was thought wise to include it with the commercial subjects.

As was expected the Economics course was given in all cases under the social science classification. It was taken by 7,836 pupils, which places it ahead of Secretarial Practice, Retail Selling, Salesmanship, and Office Practice. It was given in the twelfth year for five periods a week quite generally. The schools were almost equally divided between a full year course and a half year course for the subject.

CONCLUSIONS: Economics is a basic subject in commercial education and should be given in all schools. A. O. Colvin recommends that it be required of all commercial students.<sup>1</sup>

The length of the course should depend on the other subjects connected with it. A series of courses extending through the four years of high school should give the pupils an insight into the fundamentals of finance and business organization. The place and length of the economics course would naturally depend on the amount of material allotted to it.

1. Colvin, A. O., "Modernizing Secondary Commercial Education", The Balance Sheet, January, 1931, p.140.



## CHAPTER XIV

### ECONOMICS

Economics is a subject that ordinarily is given by the social sciences department rather than the commercial department, yet it is such a basic study for any business training that it was thought wise to include it with the commercial subjects.

As was suggested the Economics course was given in all classes under the social sciences classification. It was taken by 7,500 pupils, which places it ahead of General Physical Education, General Education, and Civics Education. It was given in the fourth year for five periods a week plus generally. The subjects were almost equally divided between a full year course and a half year course for the subject.

Objectives: Economics is a basic subject in commercial education and should be given in all schools. As a result of this course it is expected of all commercial students.

The length of the course should depend on the other subjects connected with it. A series of courses extending through the four years of high school should give the pupils an insight into the fundamental of finance and business organization. The place and length of the economics course would naturally depend on the amount of material allotted to it.



TABLE XV  
ECONOMICS

Number of Pupils Enrolled -- 7,836

Schools Giving and Not Giving

	Giving	Not Giving	Per Cent
Group A	65	24	73.0%
Group B	37	66	35.9%
Group C	13	29	31.0%
<u>Total</u>	<u>115</u>	<u>119</u>	<u>49.2%</u>

Years in Which Course Was Given

Year	Schools	Per Cent
12th	72	63.7%
11th	19	16.8%
11th, 12th	19	16.8%
Misc.	3	2.7%
	<u>113</u>	<u>100.0%</u>
Not reported	2	
	<u>115</u>	

Periods Per Week

Periods	Schools	Per Cent
5	74	66.7%
4	18	16.2%
3	13	11.7%
Misc.	6	5.4%
	<u>111</u>	<u>100.0%</u>
Not reported	4	
	<u>115</u>	

Length of Course

Length	Schools	Per Cent
Full Year	61	53.0%
Half Year	54	47.0%
	<u>115</u>	<u>100.0%</u>



TABLE IV  
ECONOMICS

Number of Pupils Enrolled -- 7,822

Schools Giving and Not Giving

	Giving	Not Giving	Per Cent
Group A	63	24	72.00
Group B	37	66	35.00
Group C	13	29	31.00
Total	113	119	48.30

Years in Which Course Was Given

Year	Schools	Per Cent
1928	72	63.74
1929	12	10.56
1930, 1931	19	16.76
1932	3	2.72
Total	113	100.00
Not reported	3	
	116	

Periods for Book

Periods	Schools	Per Cent
0	74	64.74
1	12	10.56
2	13	11.48
3	3	2.72
Total	113	100.00
Not reported	4	
	117	

Length of Course

Length	Schools	Per Cent
Full Year	81	69.00
Half Year	54	47.00
	135	100.00



## CHAPTER XV

## MISCELLANEOUS SUBJECTS

Cognizance must be taken of a number of other business subjects given in the high schools, some of which are offered in very few schools although they are highly recommended.

(a) Penmanship. Although penmanship is included on the state survey under commercial subjects, I have not analyzed the statistics on it for several reasons. In the first place, it is included in so many other subjects such as Business Practice, Bookkeeping, Business English, etc., that the figures do not show the extent to which it is given. It is a fundamental tool for business that should be given as part of another course for motivation. Business Practice is probably the best course with which to correlate this subject.

(b) Business English. This subject needs more investigation to determine how much of the subject is needed by pupils taking different curricula. Over 1300 students took the course in 1932-1933, which was generally given in the twelfth year, five periods a week for one full year.

(c) Business Organization. This course, which is highly recommended by commercial educators was taken by about thirteen hundred pupils. It was in a very unsettled condition as shown by the fact that opinion was about evenly divided as to whether the course should be given in the



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(b) Business Law. This subject needs more investigation to determine how much of the subject is needed by pupils taking different courses. Over 3000 students took the course in 1933-1934, which was generally given in the twelfth year, five periods a week for one full year.

(c) Business Organization. This course, which is highly recommended by commercial educators was taken by about thirteen hundred pupils. It was in a very unexciting condition as shown by the last year's opinion was about evenly divided as to whether the course should be given in the



eleventh or twelfth year and whether it should be given for a full year or a half year. It is a valuable course for commercial students and should be given much more widely.

(d) Office Appliances. This course, very similar to Office Practice, was taken by about eight hundred pupils. Much of the material overlaps that of the more popular course, so much so, that it would be better to have only one of these subjects in this field.

(e) Clerical Practice. This subject (not to be confused with the Clerical Practice given in the Boston schools which consists of Business Practice, Penmanship, and Commercial Arithmetic) covers much the same field as Office Practice and Office Appliances, with less emphasis on machine operation and more stress on business routine. The material given is such that it could and should be combined with Office Practice and Office Appliances into one course instead of three.

(f) Secretarial Practice. About eight hundred students took this subject, which was given as a full year course in the twelfth year. It is a highly technical course that should be taken only by those who are taking the secretarial curriculum.

(g) Other business subjects taken, each by only a few pupils included the following:

Advertising	Banking
Commercial Design	Filing
History of Commerce	Commerce and Industry
Marketing	

Filing is best combined with some other subject, but the others should all be offered as electives when the program permits. Advertising and Marketing are recommended by many authorities and should be offered



element or twelve year and whether it should be given for a full year or a half year. It is a valuable course for commercial students and should be given much more widely.

(d) Office Appliances. This course, very similar to office practice, and taken by about eight hundred pupils. Much of the material overlaps that of the more popular course, so much so, that it would be better to have only one of these subjects in this field.

(e) Electrical Practice. This subject (not to be confused with the electrical practice given in the Boston schools which consists of short runs practice, commencing, and commercial arithmetic) covers much the same field as office practice and office appliances, with less emphasis on machine operation and more stress on business practice. The material given is such that it could well be combined with office practice and office appliances into one course instead of three.

(f) Commercial Practice. About eight hundred students took this subject, which was given as a full year course in the twelfth year. It is a highly technical course that should be taken only by those who are taking the mechanical curriculum.

(g) Other business subjects taken, each by only a few pupils

included the following:

- |                 |                     |
|-----------------|---------------------|
| Accounting      | Advertising         |
| Business Law    | Commercial Design   |
| Cost Accounting | History of Commerce |
| Finance         | Marketing           |

There is great similarity with some other subjects, and the others should all be offered as electives when the program permits. Advertising and Marketing are recommended by many authorities and should be offered.



much more frequently.

(h) Business Ethics. At the risk of seeming facetious in suggesting that there is such a thing as business ethics in this day and age, it is interesting to note that one school in the state gave a course in this subject. There is unquestioned need of more training in this subject for all commercial students, but the material can probably be more effectively presented in connection with other courses.

Schools						
Group 1	11	12	8	5	4	12
Group 2	5	2	3	1	0	4
Group 3	0	0	0	0	0	1
Year	1914	1915, 1916, 1917	1918	1919 or 1920	1921	1922
Periods	2	2	4	2	3	2
Length	1 year	1/2 and 1 year	1 year	1 year	1 year	1 year

\* Taught in Boston



each hour frequently.

(b) Business Ethics. At the time of writing I was in

possessing that there is such a thing as business ethics in this day and age.

It is interesting to note that one school in the state gave a course in

this subject. There is unquestioned need of more training in this subject

for all commercial students, but the material can probably be more effec-

tively presented in connection with other courses.



TABLE XVI

## MISCELLANEOUS SUBJECTS

	Business English	Business Organ.	Office Appli	Clerical* Practice	Banking	Secretarial Practice
Number Enrolled	1,313	1,338	834	552	245	786
<u>Schools</u>						
Group A	11	13	8	5	4	10
Group B	3	3	0	1	0	9
Group C	0	0	0	0	0	1
Year	12th	11th, 12th	12th	11th or 12th	12th	12th
Periods	5	5	4	5	3	5
Length	1 year	$\frac{1}{2}$ and 1 year	1 year	1 year	1 year	1 year

\* Except in Boston







## CHAPTER XVI

## CORRELATION OF SUBJECTS

One of the features noted from the survey was the different combinations of subjects that were given as separate courses. Table XVII on page fifty-one indicates some of the combinations that were listed on the reports.

As Lyon says:<sup>1</sup> "Anyone who has taught economics, commercial law, industrial history, commercial organization, salesmanship, history of industry, or commercial geography or who has studied more than one of these subjects knows the intimacy with which the subject matter is interrelated."

In giving subjects that are so closely related care should be taken to avoid too much overlapping. Judging from the uncertainty about the lengths of the courses disclosed by the survey it would not be surprising if there were much duplication of material.

1. Lyon, Leverett S., op.cit., p.376.



CHAPTER XVI

COMBINATION OF SUBJECTS

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## CORRELATION OF BUSINESS SUBJECTS\*

The three subjects appearing in the most combinations were:

Office Practice, Commercial Law, and Penmanship.

(1) Office Practice combined with	Number of Times
Typewriting	3
Filing	3
Bookkeeping	2
Salesmanship	1
Secretarial Practice	1
Typewriting and Stenography	1
<u>Total</u>	<u>11</u>

(2) Commercial Law combined with	Number of Times
Economics	3
Salesmanship-Commercial Arithmetic	2
Business English	2
Business Organization	1
Civil Government	1
<u>Total</u>	<u>9</u>

(3) Penmanship combined with	Number of Times
Business Practice	3
Spelling	2
Commercial Arithmetic-	
Business Practice	1
Rapid Calculation	1
Bookkeeping	1
Business English	1
<u>Total</u>	<u>9</u>

## Other Combinations

Stenography and Filing  
 Business Organization and Advertising  
 Commercial Arithmetic and Bookkeeping  
 Secretarial Practice and Typewriting  
 Retail Selling-Marketing-Advertising  
 Business Practice and Typewriting  
 Business Practice and Commercial Geography  
 Commercial Geography and Business English  
 Commercial Geography and Economics  
 Economics and Problems of Democracy

\* The correlations indicated above are only those that appeared in the survey -- there was undoubtedly much correlation which only an examination of subject material would reveal.



## CORRELATION OF BUSINESS SUBJECTS\*

The three subjects appearing in the same combination were:

Office Practice, Commercial Law, and Bookkeeping.

(1) Office Practice combined with	Number of Times
Typewriting	3
Writing	3
Bookkeeping	3
Self-Instruction	1
Secretarial Practice	1
Typewriting and Stenography	1
<u>Total</u>	<u>11</u>

(2) Commercial Law combined with	Number of Times
Bookkeeping	3
Self-Instruction-Commercial Arithmetic	3
Business English	3
Business Organization	1
Civil Government	1
<u>Total</u>	<u>9</u>

(3) Bookkeeping combined with	Number of Times
Business Practice	3
Writing	3
Commercial Arithmetic	1
Business Practice	1
Self-Instruction	1
Bookkeeping	1
Business English	1
<u>Total</u>	<u>9</u>

## Other Combinations

Stenography and Writing  
 Business Organization and Advertising  
 Commercial Arithmetic and Bookkeeping  
 Secretarial Practice and Typewriting  
 Retail Selling-Wholesale-Advertising  
 Business Practice and Typewriting  
 Business Practice and Commercial Geography  
 Commercial Geography and Business English  
 Commercial Geography and Economics  
 Economics and Principles of Democracy

\* The correlations indicated above are only those that appeared in the survey -- there was undoubtedly much correlation which only an examination of subject material could reveal.



## CHAPTER XVII

## GENERAL CONCLUSIONS FROM ANALYSIS OF SURVEY

Analysis of the Massachusetts survey by subjects has shown that the public high schools in this state have not followed the precepts of the authorities on commercial education in the organization of their courses. The schools were especially lax in the following particulars:

- (1) Although commercial educators are practically unanimous in decrying the over-emphasis of stenography, bookkeeping and typewriting, these three subjects were offered in over ninety per cent of the schools while no other subject was given in more than fifty-five per cent of the schools.
- (2) In spite of the fact that salesmanship and retail selling were highly recommended subjects, they were given in less than sixteen per cent and four per cent of the schools respectively.
- (3) With the exception of commercial geography, usually given in the tenth year, no social business subjects were generally offered in



## CHAPTER XVII

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(1) Although commercial education was practically

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(2) In spite of the fact that salesmanship and retail selling were highly recommended subjects, they were given in less than sixteen per cent and four per cent of the schools respectively.

(3) With the exception of commercial geography, usually given in the tenth year, no social studies subjects were generally offered in



the ninth and tenth years, although the consensus of opinion of educators is that these subjects should be given in the first two years of high school.

- (4) All subjects involving the use of office machines, except typewriting, were given in the eleventh or twelfth year. This means that the pupils who dropped out after the first two years of high school had had no experience with office machines, although it would have helped them in gaining a start in business.

- (5) The general lack of agreement as to length of courses, number of periods per week, and year given, indicates that the subjects have not been well organized. The great variety of combinations of subjects into courses bears out this statement and shows that there was probably much overlapping of material.

Although the courses in bookkeeping, typewriting, and stenography are apparently in general better organized than the other courses, Lyon expresses an opinion to the contrary which I suspect is very close to the truth: <sup>1</sup> "There is some reason, however, to believe that the two-year courses in bookkeeping, stenography, and typewriting have been emphasized for administrative reasons. Our study has shown that business colleges throughout the country give much more intensive courses in these

1. Lyon, Leverett S., op. cit., p.358.



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nized for administrative reasons. Our study has shown that business col-  
leges throughout the country give much more intensive courses in these



technical subjects, and so far as the technical training is concerned, these colleges appear to turn out a product quite equal to that which the public high school produces. There is nothing to indicate that the same work could not be accomplished in the same manner in high schools. Furthermore, and perhaps more to the point, there is nothing to indicate that a careful study has been made to determine the length of time necessary for the acquirement of proficiency in these technical subjects."

I do not wish to give the impression from the wholesale criticism made of the Massachusetts high schools that they are the worst in the country, or that they are worse than any other high schools. A comparison of the enrollments of pupils in commercial courses of the senior high schools in California in 1930 with the enrollments in Massachusetts in 1932, is indicated in Table XIX on page fifty-six.

Commercial Arithmetic	25.0	23.3	9.2	21.2
Commercial Arithmetic I	14.1	23.4	22.7	42.3
Commercial Arithmetic II	11.3	5.8	4.8	7.3
Commercial Geography	73.0	20.2	24.2	24.3
Commercial Law	21.0	36.2	10.0	20.2
Commerce	72.0	20.2	21.0	22.2



technical subjects, and as far as the technical training is concerned, these colleges appear to have set a product quite apart to that which the public high school provides. There is nothing to indicate that the same work could not be accomplished in the same manner in high schools. Furthermore, and perhaps more to the point, there is nothing to indicate that a careful study has been made to determine the length of time necessary for the acquisition of proficiency in these technical subjects.

I do not wish to give the impression from the wholesale criticism made of the Massachusetts high schools that they are the worst in the country, or that they are worse than any other high schools. A comparison of the enrollment of pupils in commercial courses of the public high schools in California in 1930 with the enrollment in Massachusetts in 1929, as indicated in Table XIX on page fifty-six.



TABLE XVIII

## SUMMARY OF MASSACHUSETTS SURVEY

Per Cent of Schools Giving Subjects

	Group A	Group B	Group C	All Schools
Business Practice	47.2%	49.5%	38.2%	46.6%
Bookkeeping I	96.6	94.2	71.5	91.0
Bookkeeping II	95.5	81.6	54.8	82.0
Bookkeeping III	61.7	14.6	7.2	31.2
Typewriting I	96.6	97.2	88.1	95.5
Typewriting II	95.5	97.2	78.6	93.2
Typewriting III	72.0	51.5	26.2	54.7
Stenography I	94.5	97.2	81.0	93.2
Stenography II	93.2	95.0	76.2	91.1
Stenography III	29.2	6.8	9.5	15.8
Secretarial Practice	11.3	8.7	2.4	8.6
Retail Selling	10.1	1.0	0.0	4.3
Sales	25.9	11.6	4.8	15.8
Office Practice	50.6	23.3	9.5	31.2
Commercial Arithmetic A	46.1	53.4	23.8	45.3
Commercial Arithmetic B	11.3	55.8	4.8	7.2
Commercial Geography	73.0	50.5	23.8	54.3
Commercial Law	81.0	36.9	19.0	50.5
Economics	73.0	35.9	31.0	49.2

1. From Massachusetts High School Survey, 1922-1923, figures supplied by the author.

2. James, Benjamin H. "The Need of a Teacher Training School in the State of California," Vol. VI, 1920, p. 126. The California Quarterly of Education. Report for biennium ending June 30, 1920. Printed at State Press Plantation, State of California, L. W. Riley. Adopted by all regular four-year and senior high schools in the State of California.



TABLE VIII

PERCENT OF SCHOOL LEAVING SUBJECTS

For Each of Schools Leaving Subjects

All Schools	Group A	Group B	Group C	Group D
62.0	62.0	62.0	62.0	62.0
61.5	61.5	61.5	61.5	61.5
61.0	61.0	61.0	61.0	61.0
60.5	60.5	60.5	60.5	60.5
60.0	60.0	60.0	60.0	60.0
59.5	59.5	59.5	59.5	59.5
59.0	59.0	59.0	59.0	59.0
58.5	58.5	58.5	58.5	58.5
58.0	58.0	58.0	58.0	58.0
57.5	57.5	57.5	57.5	57.5
57.0	57.0	57.0	57.0	57.0
56.5	56.5	56.5	56.5	56.5
56.0	56.0	56.0	56.0	56.0
55.5	55.5	55.5	55.5	55.5
55.0	55.0	55.0	55.0	55.0
54.5	54.5	54.5	54.5	54.5
54.0	54.0	54.0	54.0	54.0
53.5	53.5	53.5	53.5	53.5
53.0	53.0	53.0	53.0	53.0
52.5	52.5	52.5	52.5	52.5
52.0	52.0	52.0	52.0	52.0
51.5	51.5	51.5	51.5	51.5
51.0	51.0	51.0	51.0	51.0
50.5	50.5	50.5	50.5	50.5
50.0	50.0	50.0	50.0	50.0
49.5	49.5	49.5	49.5	49.5
49.0	49.0	49.0	49.0	49.0
48.5	48.5	48.5	48.5	48.5
48.0	48.0	48.0	48.0	48.0
47.5	47.5	47.5	47.5	47.5
47.0	47.0	47.0	47.0	47.0
46.5	46.5	46.5	46.5	46.5
46.0	46.0	46.0	46.0	46.0
45.5	45.5	45.5	45.5	45.5
45.0	45.0	45.0	45.0	45.0
44.5	44.5	44.5	44.5	44.5
44.0	44.0	44.0	44.0	44.0
43.5	43.5	43.5	43.5	43.5
43.0	43.0	43.0	43.0	43.0
42.5	42.5	42.5	42.5	42.5
42.0	42.0	42.0	42.0	42.0
41.5	41.5	41.5	41.5	41.5
41.0	41.0	41.0	41.0	41.0
40.5	40.5	40.5	40.5	40.5
40.0	40.0	40.0	40.0	40.0
39.5	39.5	39.5	39.5	39.5
39.0	39.0	39.0	39.0	39.0
38.5	38.5	38.5	38.5	38.5
38.0	38.0	38.0	38.0	38.0
37.5	37.5	37.5	37.5	37.5
37.0	37.0	37.0	37.0	37.0
36.5	36.5	36.5	36.5	36.5
36.0	36.0	36.0	36.0	36.0
35.5	35.5	35.5	35.5	35.5
35.0	35.0	35.0	35.0	35.0
34.5	34.5	34.5	34.5	34.5
34.0	34.0	34.0	34.0	34.0
33.5	33.5	33.5	33.5	33.5
33.0	33.0	33.0	33.0	33.0
32.5	32.5	32.5	32.5	32.5
32.0	32.0	32.0	32.0	32.0
31.5	31.5	31.5	31.5	31.5
31.0	31.0	31.0	31.0	31.0
30.5	30.5	30.5	30.5	30.5
30.0	30.0	30.0	30.0	30.0
29.5	29.5	29.5	29.5	29.5
29.0	29.0	29.0	29.0	29.0
28.5	28.5	28.5	28.5	28.5
28.0	28.0	28.0	28.0	28.0
27.5	27.5	27.5	27.5	27.5
27.0	27.0	27.0	27.0	27.0
26.5	26.5	26.5	26.5	26.5
26.0	26.0	26.0	26.0	26.0
25.5	25.5	25.5	25.5	25.5
25.0	25.0	25.0	25.0	25.0
24.5	24.5	24.5	24.5	24.5
24.0	24.0	24.0	24.0	24.0
23.5	23.5	23.5	23.5	23.5
23.0	23.0	23.0	23.0	23.0
22.5	22.5	22.5	22.5	22.5
22.0	22.0	22.0	22.0	22.0
21.5	21.5	21.5	21.5	21.5
21.0	21.0	21.0	21.0	21.0
20.5	20.5	20.5	20.5	20.5
20.0	20.0	20.0	20.0	20.0
19.5	19.5	19.5	19.5	19.5
19.0	19.0	19.0	19.0	19.0
18.5	18.5	18.5	18.5	18.5
18.0	18.0	18.0	18.0	18.0
17.5	17.5	17.5	17.5	17.5
17.0	17.0	17.0	17.0	17.0
16.5	16.5	16.5	16.5	16.5
16.0	16.0	16.0	16.0	16.0
15.5	15.5	15.5	15.5	15.5
15.0	15.0	15.0	15.0	15.0
14.5	14.5	14.5	14.5	14.5
14.0	14.0	14.0	14.0	14.0
13.5	13.5	13.5	13.5	13.5
13.0	13.0	13.0	13.0	13.0
12.5	12.5	12.5	12.5	12.5
12.0	12.0	12.0	12.0	12.0
11.5	11.5	11.5	11.5	11.5
11.0	11.0	11.0	11.0	11.0
10.5	10.5	10.5	10.5	10.5
10.0	10.0	10.0	10.0	10.0
9.5	9.5	9.5	9.5	9.5
9.0	9.0	9.0	9.0	9.0
8.5	8.5	8.5	8.5	8.5
8.0	8.0	8.0	8.0	8.0
7.5	7.5	7.5	7.5	7.5
7.0	7.0	7.0	7.0	7.0
6.5	6.5	6.5	6.5	6.5
6.0	6.0	6.0	6.0	6.0
5.5	5.5	5.5	5.5	5.5
5.0	5.0	5.0	5.0	5.0
4.5	4.5	4.5	4.5	4.5
4.0	4.0	4.0	4.0	4.0
3.5	3.5	3.5	3.5	3.5
3.0	3.0	3.0	3.0	3.0
2.5	2.5	2.5	2.5	2.5
2.0	2.0	2.0	2.0	2.0
1.5	1.5	1.5	1.5	1.5
1.0	1.0	1.0	1.0	1.0
0.5	0.5	0.5	0.5	0.5
0.0	0.0	0.0	0.0	0.0



TABLE XIX  
COMPARISON OF MASSACHUSETTS AND  
CALIFORNIA ENROLLMENTS IN COMMERCIAL COURSES

	MASSACHUSETTS <sup>1</sup>	CALIFORNIA <sup>2</sup>
Typewriting	42,265	43,443
Bookkeeping	34,376	21,026
Stenography	26,318	18,377
Business Practice	8,525	10,860
Commercial Law	7,716	4,237
Commercial Geography	15,849	5,501
Commercial Arithmetic	10,807	4,383
Salesmanship	2,773	3,608
Office Practice	4,362	3,394
Business English	1,313	2,975
Advertising	----*	1,077
Machine Calculation	----*	1,031
Secretarial Practice	786	962
Penmanship	----#	771
Retail Selling	728	682
Business Organization	1,338	593
Commercial and Industrial History	---*	565
Money and Banking	245	312

\* Less than 200 pupils enrolled.

# See page 46.

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1. From Massachusetts High School Survey, 1932-1933, figures compiled by the author.
  2. Haynes, Benjamin R. "The Need of a Teacher Training Program in Business Education, Vol. VI, 1930, p. 154, The California Quarterly of Secondary Education. Report for biennium ending June 30, 1930. Bureau of Business Education, State of California, I. W. Kilby. (Reported by 291 regular four-year and senior high schools in the State of California.



TABLE XII

DISTRIBUTION OF OCCUPATIONS

CALIFORNIA RESIDENTS IN JOINTED CAREERS

CALIFORNIA	NATIONALITY	
42,442	42,442	Typewriting
31,020	31,020	Bookkeeping
19,377	19,377	Stenography
10,000	10,000	Business Practices
4,307	4,307	Commercial Law
3,801	3,801	Commercial Geography
4,532	4,532	Commercial Arithmetic
3,000	3,000	Foreign Languages
1,000	1,000	Office Practices
4,000	4,000	Business English
1,000	1,000	Accounting
1,000	1,000	Business Organization
400	400	International Practices
771	771	Foreign Languages
600	600	Hotel Training
500	500	Business Organization
500	500	Commercial and Industrial History
312	312	Money and Banking

\* Less than 200 pupils enrolled.

§ See page 48.

1. Four thousand high school survey, 1920-1921, figures compiled by the author.
2. Bureau, National B. "The Need of a Teacher Training Program in Business Education," Vol. VI, 1920, p. 184. The California Bureau of Education. Report for the year ending June 30, 1920. Bureau of Education, State of California, J. W. Kirby. (Report by B. E. Kirby for four-year and senior high schools in the State of California.)



## CHAPTER XVIII

## THE MEANING OF THE TERM "CURRICULUM"

As every educator will admit, the ideal situation in education would exist if each pupil could take the course best suited to him. Unfortunately, administrative difficulties make it impossible to achieve this ideal. However, administrative authorities have developed several devices which help them to overcome some of the difficulties. One of the devices is the curriculum, which makes administration easier by treating pupils as groups rather than as individuals.

The following definition of curriculum from the Massachusetts survey of high schools for the school year 1932-1933 points out the "group" features: A curriculum is "an arrangement of courses, required and elective, designed to meet the needs of a particular group of pupils. Thus we speak of the commercial curriculum rather than the commercial course." <sup>1</sup>

In large schools the curricula are further split up, these subdivisions also being called curricula. For instance, the commercial curriculum might be divided into the bookkeeping curriculum and the secretarial curriculum.

Walters classifies the types of curricula as follows: <sup>2</sup> (a) core curriculum, (b) one-way curriculum, (c) two-way (or more) curriculum. A core curriculum is one in which several core subjects or constants are re-

<sup>1</sup>Survey of High Schools, Massachusetts, 1932-1933.

<sup>2</sup>Walters, R.G., "Curriculum Making." The Balance Sheet, May 1933, p.394.



## CHAPTER VIII

## THE MEANING OF THE "CURRICULUM"

As every educator will admit, the ideal situation is when there

would exist if each pupil could take the course best suited to him. Un-

fortunately, administrative considerations make it impossible to achieve this

ideal. However, administrative authorities have developed several devices

which help them to overcome some of the difficulties. One of the devices

is the curriculum, which makes selection easier by presenting pupils in

groups rather than as individuals.

The following definition of curriculum from the International

Survey of High Schools for the school year 1923-1924 points out the "general

statement: A curriculum is "an arrangement of courses, regulated and also-

live, designed to meet the needs of a particular group of pupils. These

as spoken of the curriculum curriculum rather than the curricular course."

In large schools the curricula are further split up, these into

divisions also being called curricula. For instance, the secondary cur-

riculum might be divided into the bookkeeping curriculum and the accounting

curriculum.

Below are listed the types of curricula as follows: <sup>2</sup> (a) core

curriculum, (b) one-way curriculum, (c) two-way (or cross) curriculum.

One curriculum is one in which several core subjects of common interest are re-

Survey of High Schools, International, 1923-1924.  
E. L. Latta, C. C. "Curriculum Design." The Educational Review, Vol. 1, No. 1, 1924.



quired of all pupils and all the rest of the subjects are electives. In one-way curriculum, variables, subjects required of students in a particular curriculum, are required in addition to the core subjects. In a differentiated or two-way (or more) curriculum the curriculum is subdivided into branches such as the selling and bookkeeping curricula.

As Walters says,<sup>1</sup> the core curriculum with electives is better than the other two types in theory, but it needs a good guidance program in order to be successful. The one-way and two-way curricula have fewer electives than the core curriculum.

The programs of study of thirty-three schools were analyzed. All of the schools were in Group A and all of the programs were as recent as 1932

#### Number of Times

Stenography	21
Bookkeeping	16
Typewriting	6
General Business	3
Elementary Mathematics	1
General Physical	1
Commercial-General	1
Salesmanship	1

This arrangement of the curricula is evidence to the opinion of all commercial educational authorities. They are practically unanimous in stating that not only should two types of courses be offered in the program of studies -- salesmanship and general physical -- but that these two subdivisions should be given more prominence than either bookkeeping or stenography.

1. Walters, R.G., loc.cit.



graded of all pupils and all the rest of the subjects are eliminated. In one-way criterion, variables, subjects reported of students in a particular criterion, and reported in addition to the one subject. In a criterion of two-way (or more) variables the criterion is assigned into categories such as the following and corresponding criteria.

As follows a two-way criterion with criterion is better than the other two types in theory, but it needs a good guidance program in order to be successful. The one-way and two-way criteria have been classified from the same criterion.

The program of study of three-way criteria were analyzed. All of the criteria were in Group A and all of the programs were in Group B.

in 1932



## CHAPTER XIX

## DIVISIONS OF CURRICULA OFFERED

Of the thirty-three programs of study examined, sixteen had two-way or more curricula. The divisions of these curricula were overwhelmingly in favor of bookkeeping and stenography, with fourteen schools having both these divisions and no other curriculum being mentioned more than once, except General Clerical which was offered by six schools. J. L. Higgins found about the same situation to exist in Connecticut as the following figures taken from twenty-five courses of study illustrate:<sup>1</sup>

## Number of Times

Stenographic	21
Bookkeeping	16
Typewriting	6
General Business	5
Elementary Business	1
General Clerical	1
Commercial-normal	1
Salesmanship	1

This arrangement of the curricula is contrary to the opinion of all commercial educational authorities. They are practically unanimous in stating that not only should two other divisions be added to the program of studies -- salesmanship and general clerical -- but that these two subdivisions should be given more prominence than either bookkeeping or stenography.

1. Higgins, J. L., Survey of Commercial Education in the Public Schools of Connecticut, Boston University, School of Education, 1932, p.46



# CHAPTER XIX

## DEVELOPMENT OF CURRICULUM

Of the thirty-two programs of study examined, sixteen had two-way or more curricula. The division of these curricula was approximately in favor of bookkeeping and stenography, with fourteen schools having both these divisions and no other curricula being mentioned more than once, except General Clinical which was offered by six schools. The findings found about the same situation as exist in Connecticut as the following figures taken from twenty-five schools of study illustrate:

### Number of Times

21	Stenography
10	Bookkeeping
3	Typewriting
2	General Business
1	Elementary Business
1	General Clinical
1	Commercial-General
1	Generalship

This arrangement of the curricula is contrary to the opinion of

all commercial educational authorities. They are practically unanimous in stating that not only should two other divisions be added to the program of studies -- salesmanship and general clerical -- but that these two additions should be given more prominence than either bookkeeping or stenography.



The number of subdivisions of the curriculum cannot be carried too far without causing problems of administration. One author suggests fourteen subdivisions of the curriculum as follows: <sup>1</sup>

- (1) Book and Record Keeping
- (2) Specialized Clerking
- (3) Civil Service
- (4) Secretarial
- (5) Stenographic
- (6) General Business
- (7) Rural Business
- (8) Buying
- (9) Foreign Trade
- (10) Transportation
- (11) Financial
- (12) Wholesaling
- (13) Advertising
- (14) Retail Selling

Of course, it is not practical for any school to have such an elaborate program as that, but impractical as it is, it emphasizes the important fact that there are many other phases of business than bookkeeping and stenography.

The over-emphasis of bookkeeping and stenography in the programs of study illustrates once more, as did the statistics of the enrollments in the subjects, that the schools have not been offering the pupils the kind of curricula that they need.

1. Marvin, C.H. Commercial Education in Secondary Schools, Henry Holt and Company, New York, 1922, pp.154-155.



The number of subdivisions of the curriculum is variable

and the school course of administration. The school course

of administration of the curriculum is as follows:

- (1) Book and Record Keeping
- (2) Specialized Clerking
- (3) Civil Service
- (4) Secretarial
- (5) Stenographic
- (6) General Business
- (7) Salesmanship
- (8) Typing
- (9) Business Travel
- (10) Transportation
- (11) Finance
- (12) Insurance
- (13) Advertising
- (14) Public Relations

Of course, it is not practical for any school to have each of

these subjects in detail, but the school should be able to offer the  
subjects that there are many other phases of business than book-keeping  
and stenography.

The over-emphasis of bookkeeping and stenography in the curriculum of study illustrates one more, as the the statistics of the whole  
show in the appendix, that the schools have not been offering the right  
the kind of curricula that they need.



## CHAPTER XX

## COURSES OFFERED AND REQUIRED

As might be predicted, the courses required in the bookkeeping and stenographic curricula were chiefly the three old stand-bys of the commercial curriculum: bookkeeping, typewriting and stenography.

In the bookkeeping curricula, the subjects required by the majority of the schools were as follows: Business Practice and Commercial Arithmetic (in the ninth year), three years of bookkeeping and two years of typewriting, beginning in the tenth year, and either a half or a full year of commercial geography in the tenth year. Commercial Law and Economics were either required or electives as half-year courses in most of the sixteen differentiated curricula studies.

Commercial Arithmetic and Business Practice were also required in the ninth year of the stenographic curricula, along with two years of typewriting, starting in the tenth year, two years of stenography, starting in the eleventh year, and a half or full year of commercial geography in the tenth year. A second year of bookkeeping was offered or required in the eleventh year, as was a half year of commercial law in the twelfth year.

The chief criticism of these requirements is that bookkeeping is required far too much. Authorities are agreed that two years of book-



## CHAPTER III

### THE HISTORY OF THE BOOK

It might be thought, the history of the book is the history of the

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keeping are enough in the high school and some declare that one year should be sufficient.

An examination of the table on the next page reveals some interesting facts. In the first place, no commercial subject is a constant although educational authorities outside of the commercial department are gradually beginning to admit that all pupils should be taught something about business. The rapidly growing business practice course is the subject that has the greatest possibility of being raised to the dignity of a constant.

Bookkeeping and typewriting dominate the variables in the commercial curriculum, with commercial geography being the only social business subject to be required very often. Commercial geography and business practice each occur three times as variables in other curricula, while economics, typewriting I and bookkeeping I are the leading electives in non-commercial curricula.

This analysis of all the divisions of the commercial curricula reveals, as did the analysis of the bookkeeping and stenographic curricula, that the technical subjects have been overstressed, to the detriment of the social business subjects.

Commercial Geography	3
Typewriting I	4
Bookkeeping II	4
Stenography II	4
Business Organization	4
Commercial Arithmetic	4
Business Practice	3
Business English	3



keeping are found in the high school and even decline until the year

should be maintained.

In examination of the table on the next page reveals that 10-  
 percent factor. In the first place, no commercial subject is a constant  
 although educational activities outside of the commercial department are  
 gradually declining to such that all pupils should be taught a working  
 about business. The rapidly growing business practice course in the new  
 fact that the greatest possibility of being raised to the dignity of  
 a constant.

Bookkeeping and accounting dominates the position in the com-  
 mercial curriculum, with commercial geography being the only social sci-  
 ence subject to be reported very often. Commercial geography and business  
 practice were about 1000 times as valuable in other curricula, while  
 economics, typewriting I and bookkeeping I are the leading subjects in  
 non-commercial curricula.

While analysis of 45 the division of the commercial curricula  
 reveals, as did the analysis of the bookkeeping and stenographic curricula,  
 that the technical subjects have been overemphasized, to the detriment of  
 the social business subjects.



CONSTANTS, VARIABLES AND ELECTIVES  
IN THE MASSACHUSETTS HIGH SCHOOLS  
PROGRAMS OF STUDIES

Number of Programs of Studies Analyzed -- 33

Constants

English (usually for four years)  
American History  
Physical Training

Variables in the Commercial Curricula

Commercial Subjects	Schools	Non-Commercial Subjects	Schools
Bookkeeping I	27	Community Civics	11
Commercial Geography	22	Science	10
Typewriting I	21	History	6
Business Practice	12	Problems of Democracy	3
Typewriting II	12		
Stenography I	11		
Commercial Law	10		
Commercial Arithmetic	10		
Bookkeeping II	9		
Economics	9		

Commercial Variables in Other Curricula

Subject	Schools
Business Practice	3
Commercial Geography	3

Commercial Electives in Other Curricula

Subject	Schools
Economics	18
Typewriting I	17
Bookkeeping I	15
Commercial Law	12
Typewriting II	10
Commercial Geography	10
Stenography I	9
Bookkeeping II	6
Stenography II	6
Business Organization	4
Commercial Arithmetic	4
Business Practice	3
Business English	3



CONTRACTS, VARIANTS AND ALTERNATES  
IN THE RESEARCHERS' WORK RECORDS  
THROUGHOUT THE STUDY

Number of programs of studies analyzed -- 22

Contracts

English (usually for two years)  
American History  
Physical Training

Variables in the Contractual Studies

Contractual Subjects	Schools	Non-Contractual Subjects	Schools
Bookkeeping I	27	Community Civics	11
Commercial Geography	22	Science	10
Typewriting I	21	History	3
Business Practices	12	Programs of Democracy	2
Typewriting II	12		
Stenography I	11		
Commercial Law	10		
Commercial Arithmetic	10		
Bookkeeping II	9		
Accountants	8		

Commercial Variables in Class Contracts

Subject	Schools
Business Practices	5
Commercial Geography	2

Commercial Variables in Class Contracts

Subject	Schools
Accountants	10
Typewriting I	17
Bookkeeping I	10
Commercial Law	10
Typewriting II	10
Commercial Geography	10
Stenography I	9
Bookkeeping II	9
Stenography II	9
Business Organization	4
Commercial Arithmetic	4
Business Practices	3
Business English	2



## CHAPTER XXI

## RECOMMENDATIONS

As a result of this study of commercial education in the high schools of Massachusetts, I have three suggestions to offer for the improvement of the situation in this state. They are as follows:

- (1) A supervisor of commercial education should be appointed by the state.

The lack of standardization in practically all courses indicates a lack of unity in thought that can be overcome only by leadership. A man whose sole duty was to improve commercial education in this state could achieve that leadership.

- (2) A less obvious conclusion, that becomes more evident on due consideration, is that the schools need to give attention to improving their guidance programs.

A good guidance program would cut down the hordes of pupils taking bookkeeping and stenography through instruction as to the relative opportunities in different occupations and it would



CHAPTER XII

RECOMMENDATIONS

As a result of this study of commercial education in the high schools of Massachusetts, I have three suggestions to offer for the improvement of the situation in this state. They are as follows:

(1) A supervisor of commercial education should be

appointed by the state.

The lack of administration is practically all

concerns indicated a lack of unity in thought

that can be overcome only by leadership. A man

whose sole duty was to improve commercial edu-

cation in this state would achieve that leader-

ship.

(2) A more definite recognition, that commercial

education is a consideration, so that the schools

would give attention to improving their com-

merce program.

A good commerce program would not mean the burden

of pupils taking book-keeping and stenography

throughout their life as the relative impor-

tance of different occupations and its needs



aid in the formation of better courses by the information it would furnish from occupational surveys, job analyses, and follow-up studies.

(3) Thirdly, I recommend that two new courses be developed: both to be given in the tenth year:

(a) Junior Business Organization, a course designed to meet the need for another social business subject in the lower grades and to give the pupils some early training in salesmanship, a training that would be valuable to all, particularly to those who might have to drop out after the tenth year, (b) Junior Clerical Practice, a course designed to give the students some early training in office routine and particularly to teach them to operate calculating and other simple machines, knowledge that is very helpful to anybody starting out in business.

As a result of the study I have also composed a tentative commercial curriculum which appear on the next page. As with all proposed curricula many faults can be found with it. It probably is not even a good program, but it is better than the curricula that have been in common use in this state and emphasizes some of the points in which the program most needs improvement.



aid in the formation of better courses by

the information is given in the form of

practical advice, for instance, when

follow-up action.

(3) Thirdly, I recommend that two new courses be

developed: both to be given in the tenth year:

(a) Modern Business Organisation, a course

designed to meet the need for another social

business subject in the lower grades and to

give the pupils some early training in business

management, a training that would be valuable to

all, particularly to those who might have to

drop out after the tenth year. (b) Modern

Business Practices, a course designed to give

the students some early training in office

practice and particularly to those who have to

continue calculating and other simple business

knowledge that is very helpful in everyday work-

ing and in business.

As a result of the study I have also composed a tentative cur-

riculum outline which appears on the next page, as well as proposed

textbooks many of which are to be found with it. It is probably not even a good

program, but it is better than the curriculum that have been in common use

in this state and emphasizes some of the points in which the program must

be improved.



## PROPOSED COMMERCIAL CURRICULA

9th year	Same for All Divisions		Units
	Business Practice		4
	(including Commercial Arithmetic)		
	Commercial Geography		3
	General Science		4
	English		4
	Physical Training		1
10th year	Same for All Divisions		Units
	Junior Business Organization		4
	Bookkeeping I		3
	English		4
	Physical Training		1
	Junior Clerical Practice		4
11th year			
	<u>General Clerical</u>	<u>Salesmanship</u>	<u>Bookkeeping</u>
English	4	English	4
Economics	3	Salesmanship	4
Physical Training	1	Economics	3
Elective	8	Phys. Trng.	1
(5 must be in business)		Elective	4
		<u>Stenographic</u>	
		English	4
		Typewriting I	4
		Stenography I	4
		Phys. Trng.	1
		Economics	3
12th year			
Business Eng.	3	Business Eng.	3
American Hist.	4	Amer. Hist.	4
Phys. Trng.	1	Phys. Trng.	1
Elective	8	Ret. Selling	4
(5 must be in business)		Elective	4
		Com'l. Law	4
		Elective	4
		Stenography II	4

Electives

All courses in school

Commercial electives should include the following if possible:\*

Banking	Office Practice
Advertising	Secretarial Practice
Marketing	History of Commerce

\*These should be in addition to the other commercial subjects listed above.



PROPOSED CURRICULUM CHANGES

1944 year	Sum for All Divisions	Units
	Business Practice	4
	(Including Commercial Arithmetic)	
	Commercial Geography	3
	General Science	4
	English	4
	Physical Training	1
1945 year	Sum for All Divisions	Units
	Junior Business Administration	4
	Bookkeeping I	3
	English	4
	Physical Training	1
	Junior Physical Training	4

1946 year

General Physical	Mathematics	Bookkeeping	Geography
English	English	English	English
Bookkeeping	Mathematics	Bookkeeping	Geography
Physical Training	Science	Science	Science
Elective	Phys. Trng. I	Phys. Trng. I	Phys. Trng. I
(to meet the	Elective	Elective	Elective
business)			

1947 year

Business Eng.	Business Eng. & Business Trng.	Business Eng.	Business Eng.
Mathematics	Math. Eng. & Math. Trng.	Mathematics	Mathematics
Phys. Trng.	Phys. Trng. I	Phys. Trng.	Phys. Trng. I
Elective	Gen. Eng. & Gen. Trng.	Elective	Elective
(to meet the	Elective	Elective	Elective
business)			

Electives

All courses in school  
General Physical should include the following 17 possible:

Business	Office Practice
Advertising	Business Practice
Marketing	History of Commerce

\*These should be in addition to the other commercial subjects listed above.



## WHO'S WHO

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- Hixon, Harry A. Professor of Education, Teachers College, Columbia
- Jones, Saml. A. Professor of Education, New York University, Editor, Journal of Business Education.
- Jones, Thomas S. Professor of Education, New York University.
- Kitchin, E. A. Professor of Education, Newark.
- Kiron, Howard A. Instructor at Columbia University.
- Kramer, William F. Professor of Education, New York University
- Reiside, E. C. Assistant Dean, School of Business, Chicago University.
- Reynolds, A. Dean Director of Division of Commercial Teachers, State Normal College, Salem.
- Truman, Frank S. Professor of Education, University of Southern California



Walters, R. G. Director of Teacher Training and Personnel Officer, Grove City College, Grove City, Pennsylvania

Weidler, W. C. Dean of College of Commerce, Professor of Marketing, Ohio State University.

Zelliot, E. A. Assistant Professor of Education, University of Denver.

Business Education is "Fundamentally a program of education that has to do with the acquisition, conservation and spending of wealth." *Journal of Commercial Education*, p. 7.

Commercial Education "The term 'commercial education' is used to designate that education and training which prepares specifically for an understanding of the relationships and the maintenance of activities in business." Department of Education, Bureau of Education, Bulletin 1920, No. 4, Commercial Education in 1920-1921, J. C. Bailey.

Business "A systematic arrangement of material presented from a point of view of knowledge; for example, it is proper to speak of the bookkeeping course, but we should not say 'the commercial course'." J. C. Bailey and Higgins, p. 202.

Curriculum "The arrangement of courses, for different pupils, through a number of years for the purpose of attaining a definite goal. For example, the arrangement of elementary curriculum." Bailey and Higgins, p. 202.

Course of Studies is the orderly arrangement of the entire list of activities in high schools. It includes all the curricula of the school.

Job Analysis "Consists of breaking up a job into its component elements to determine the exact steps in the process of training for that job." Hays, 209.

Commercial Education "The form of instruction that both directly and indirectly prepares the future business man for the world." Dr. Everett in Hays's January, 1924, article, The Business Week, p. 227.

Content A subject required of all students regardless of what particular they are following. *Walters*, p. 1.

Elective A subject not required of students in any particular but which may be chosen for study of students at leisure. *Walters*, p. 1.

Prerequisite A subject required of all students following a certain curriculum but not required of all students in a school. *Walters*, p. 1.



Salter, R. G. Director of Teacher Training and Technical Education,  
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State University.

Wells, R. A. Assistant Professor of Education, University of Denver.



## DEFINITIONS

Social Business Subjects presentation of "comprehensive view of the social significance of business and the business enterprise." Lyon p.368

Business Education is "fundamentally a program of education that had to do with the acquisition, conservation and spending of wealth." Lomax, "Commercial Teaching Problems," p.7.

Commercial Education "The term 'commercial education' is used to include that education and training which prepares specifically for an understanding of the relationships and the performance of activities in business." Department of Interior, Bureau of Education, Bulletin 1928, No.4, Commercial Education in 1924-1926, J. O. Malott.

Course "A systematic arrangement of material selected from a particular field of knowledge; for example, it is proper to speak of the bookkeeping course, but we should not say 'the commercial course' " . Bullock and Higgins, p.202.

Curriculum Orderly arrangement of courses, for different pupils, through a number of years for the purpose of attaining a definite goal; for example, the stenographic or salesmanship curriculum. Bullock and Higgins, p.202.

Program of Studies is the orderly arrangement of the entire list of activities in high schools. It includes all the curricula of the school.

Job Analysis "consists of breaking up a job into its component elements to determine the exact steps in the process of training for that job." Harap. 260.

Commercial Education "that form of instruction that both directly and indirectly prepares the future business man for his calling". Dr. Herrick in Beckert's January, 1934, article, The Balance Sheet, p.207.

Constant A subject required of all students regardless of what curriculum they are following. Wlaters, p.3.

Elective A subject not required of students in any curriculum but which may be chosen for study if students so desire. Walters, p.3

Variable A subject required of all students following a certain curriculum but not required of all students in a school. Example: Shorthand in Secretarial Curriculum. Walters, p.3.



# DEFINITIONS

Social Business Subjects presentation of "comprehensive view of the social significance of business and the business enterprise." Lyon p. 200

Business Education is "fundamentally a program of education that has to do with the acquisition, communication and application of useful knowledge." "Commercial Teaching Program," p. 7.

Commercial Education "The term 'commercial education' is used to denote that education and training which prepares specifically for an understanding of the relationships and the performance of social activities in business." Department of Education, Bureau of Business Education, Bulletin 1933, No. 4, Commercial Education in 1934-1935, p. 10. McIntire.

Course "A systematic arrangement of material selected from a particular field of knowledge; for example, it is proper to speak of the bookkeeping course, but we should not say 'the commercial course'." "Business and Education," p. 203.

Curriculum "proper arrangement of courses, for different pupils, through a number of years for the purpose of attaining a definite goal; for example, the atmosphere or self-education curriculum." "Business and Education," p. 203.

Program of Studies is the orderly arrangement of the entire list of subjects in high schools. It includes all the subjects of the school.

Job analysis "consists of breaking up a job into its component elements in determining the exact steps in the process of training for that job." "Work," 1922.

Commercial Education "that form of instruction that both directly and indirectly prepares the future business man for his calling." Dr. Walter D. Bennett's January, 1924, article, "The Business Education," p. 201.

Competence A subject requires of all students regardless of what course they are following. McIntire, p. 3.

Elective A subject not required of students in any curriculum but which may be chosen for study if students so desire. McIntire, p. 3.

Variable A subject required of all students following a certain course but not required of all students in a school. Example: Accounting is required in business administration. McIntire, p. 3.



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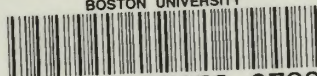
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